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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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The SEVEN KEYS *to* CONSUMER Education

By
EDWARD REICH

THE VISTA that consumer education will offer the American school depends wholly on the key or keys the school decides to use.

KEY 1. *The definition of consumer education.*

What will be our definition of consumer education? The Consumer Education Study in its pamphlet *The Modern American Consumer* (p. 48) says: "The purpose of consumer education is to help people become more intelligent and more effective and more conscientious consumers." It then goes on for over 10,000 words to explain the 3 adjectives, "intelligent", "effective", "conscientious". *Consumer* remains unexplained.

Who is this bird? What does he consume? Why? How? Any standard of values or philosophy to his consumption? Is the *consumer* the person who buys string beans and socks? And is consumer education drill in

specific skills in the buying of these two items?

Or is the vague spending of money the criterion of consumer activities? Does it end there or should our consumer understand how his dollars and cents help to create his personality and the personality of America?

Look at the semantics of "consumer"? Does it really connote "buyer"? Or "user"? User of what? *Do we use only the things we buy* or do we use many things we never buy directly—our enormous social wealth, e.g., a public library which comes to us by the sweat and toil of 100 generations of man? Do we use only the *physical things* such as a car and a vacuum cleaner? Or do we use some of the more subtle things such as the contents of newspapers, books, radio programs?

Do we dim the significance of "consumer education" by making it the warp or woof of all education or do we strengthen all education by insisting that it be consumer-minded, that it be *useful*? Key 1, the definition, can open up the educator's view to the wide, wide world or to the cellar.

KEY 2. *Historical perspective.*

If we want to *train a skillful buyer*, we need short historical perspective. If we want to *educate consumers*, a big chunk of the history of man is a *sine qua non*.

EDITOR'S NOTE: *Dr. Reich is annoyed at the narrow and socially ineffective ideas about consumer education upon which some schools, he feels, are basing their programs. The author is in charge of the consumer-education program of the New York City Schools.*

Science and industry have multiplied man's physical riches no end in about one century. Make man a skillful buyer then! But just a bit more historical perspective and you note what you've never noted before about man as a consumer. Man has been slowly *bifurcated* by almost unrecognized forces over the last 30 or so centuries.

Whereas man, like his fellow dwellers on this planet, was once an integrated consumer who obtained his major satisfactions from the luxuriousness of nature, and *producing* was a leisure activity, time has gradually split him into two men. At first he settled down and became a unified producer-consumer, sensibly producing for *himself and family*. This more or less imaginary division has developed into a full cleavage of modern man into:

Man 1. *The producer*, who makes things for a community or for the world, things *he may never want or use or afford* for himself, and

Man 2. The ancient consumer who *uses* (what he can buy with dollars) to live.

What we have tended to overlook in consumer education is that this cleavage is complicated by another factor, Money. Get this picture, then: The *natural* (produce what *you* need) producer and consumer have been completely divorced within the one personality and your man-made Schizo is held together, is integrated, by a *dollar*. We have taken very little account of the psychology of this bedollared and bedevilled Schizo. Do we propose to understand him as an integrated human being or are we ignorantly pushing him further and further into artificial dollar barbarism? Our whole curriculum is terribly tied up in a faulty producer-consumer concept. We need historical perspective.

KEY 3. *The Perspectives of Economics.*

The smartest little consumer-trained individual won't be able to buy the best house or even the best door bell if the over-all national or world economic structure is Kaput, or awry. A lot of things, in human

control, create the state of Kaput-ness or awry-ness. The problem there is not only economic literacy but appropriate understanding and the skill to build, rebuild, control or maintain a wise economic system—a system which will make possible the type of consumption man needs and wants.

It is pure nonsense to divorce education from more perfect *real*—not abstract—existence. If the total improvement of man is not the function of education, then what is? It would be just as wrong to say that man's *only* improvement can be economic in nature. It would be just as wrong to say that man will be happier *only* when his gullet is stuffed. But it's equally wrong to try to fill his soul with Latin, literature and economic theory in the hope that there a nobler human being will be developed, while no provision is made for the gullet.

We have not achieved enough when a passive 65 per cent or 90 per cent has been achieved in the classroom. Consumer education is education for *use*, and men must learn to *use wisely their democracy with their dollars and their votes* to arrive at economic happiness.

KEY 4. *A Perspective on Social Wealth.*

Look out of the window of the classroom in any large city, or for that matter in a small town, and speeding in all directions are the manifestations of man's extraordinary social wealth. There stand hundreds of houses built by all of us in the present and in the past together. Some are good, some are bad. Some are used wisely, some not.

Further on stands a beautiful church with its contribution to human character. It is being used wisely, foolishly, or not at all. Further on stands the City Hall with its marvellous concept of democracy in its foundation and superstructure. Beyond it stands the Law Court with the concept that law is superior to the whim of the individual, and that all of us are equal before it.

Virtually everything that you see out of this window—streets, lights, libraries, museums, beaches, even our basic ideas of living together—represent our Social Wealth. *How are we learning to use Social Wealth?* Or isn't it important how we use our common physical wealth and the hard-earned cultural concepts underlying our lives? *Shall consumer education cover the use of a can of Grade B peaches but not democracy?*

KEY 5. *The Perspectives of Science.*

Science offers man one of the greatest keys to future physical happiness. It also offers him the key to complete destruction. Shall we permit science to run amok or shall science be channeled with use and the consumer in mind? Shall society support and subsidize the biological and physical sciences and make all of us partners in the enterprise? Are we going to learn *to use the scientific approach* to all problems of living?

Are we going to use science more effectively in the curriculum for every-day living or is it going to remain a curiosity apart from daily life? Are the standards of value dictated by science fully cognizant of all human values or do they merely supplement?

KEY 6. *The Perspectives of Psychology.*

It would be simple enough if man as a consumer were not unlike the Banbury mixer in a tire factory. But you can't just shovel goods and foods into human beings, get them thoroughly mixed, and thus achieve a goal—this time a noble character. The psychological mechanism of man or child is delicate, complicated, and veritably unknown to the great bulk of mankind. Far too little time is being spent on understanding man and human needs on a psychological basis.

What kind of consumer education can it be when you ask a man whom you don't know or understand to practise something

that may or may not be extraneous to him? May you not be planting a seed in rock or air or just in good old-fashioned vacuo? All the conditioned reflexes, all the nervous tensions, all the inlets and outlets of modern life need pretty careful charting, and we have hardly begun at this moment.

KEY 7. *The Perspectives of Education.*

Education yields, in a sense, perspectives of the future in terms of yesterday and today. If the other keys open room vistas, then education gives you the key to the roof for a panorama. That's why it's effective in terms of the *number* of factors it has taken into consideration. Let's ask:

A. Have we wandered too far afield from the original and ancient concepts of education for use? Remember it was essentially consumer (user) education that characterized education until it became the traditional characteristic of a gentleman. The monk *used*, the priest *used*, the scrivener *used*—all in ways appropriate to their day. The *use* concept has become obfuscated by "cultured", "scholarly", or some more modern and more dangerous phrase like "clear thinking".

B. Shall we define "consumer" as "buyer" and be done with consumer education in short shrift? Or shall we get a *balanced* picture of the whole man as the user of all the world's physical and spiritual riches, and think of him appropriately as "consumer" in a different way of different things? Do we run a dangerous risk when we put "consumer" *on a dollar basis*—the risk of an inordinate materialism that's as unreal in balanced living as superstition?

C. Shall our education take account of man as producer and man as a consumer or not? Practically speaking, is education as intelligently bifurcated as it should be, or are we confusing much of our producer work with our consumer work? For example, a lad who expects to go into one of the engineering fields takes a course in physics. That is clearly a producer course in physics,

but every attempt to make the same course a consumer course fails because that physics is not a consumer activity.

This confusion runs through the whole secondary school and to a more subtle degree through our colleges, where the consumer ostensibly is not a factor in life at all, yet enters every lecture hall.

D. Shall we stick to our subject-matter courses or shall we orient consumer education around the major activities of the consumer man, to wit:

- a. We eat, and therefore we should acquire in one place all the science and skills and understanding about food.
- b. We clothe ourselves, and therefore we should acquire in one place all the science and skills and understanding about clothing.
- c. We live in homes, and therefore we should understand all the physical and spiritual aspects of home life and acquire the necessary skills for

a good home life, viewed broadly.

- d. We maintain our health, so let's get down to understanding all that goes into good health and work for it. We need re-interpretation for present-day use.
- e. We spend our free time. A surplus of time is beginning to characterize modern urban civilization, but how are we using time? Skills, skills, skills for personality integration.
- f. We use our social wealth. This is a strange new concept, but one of the most vital to the growth and development of man.
- g. We handle our money—it's the man-made item that is at present unifying a weird schizo. Let's give it the proper significance.

There is dynamic health and vitality in this broader concept of consumer education. It holds forth some real promise for a Century of the Common Man.



What Price Parents?

By EFFA E. PRESTON

(Mrs. Smith to Mrs. Jones when she hears the schools have a Coordinator)

The school has taken over
Our young, nor pulled its punches.
It banks their money, plans their play,
And serves them good hot lunches.

It tackles everything there is
No matter how complex;
It tells them what they ought to know,
Like Santa Claus and Sex.

It sends them to the dentist,
The doctor and the nurse,
And guides their waking moments
From the cradle to the hearse.

Now something new's been added—
They'll be coordinated.
Perhaps we shouldn't quibble—
They must be educated,

But it's sad to be regarded
As useless creatures.
Why not abolish parents
And just have teachers?

A Working Plan for Education *in the* COMMUNITY

By
GEORGE A. BOYCE

THE PROBLEM under discussion is how to set up an administrative relationship between educators and other agencies of a community so as to promote effective community-wide education on pressing problems, at least cost.

The writer has been engaged in various aspects of community education for a number of years. He has had the opportunity of carrying on such work in public and private schools and with the federal government in many states from New Hampshire to Florida, and from New York to Oregon.

Investigate any community in the land and you will see the need for better housing, better nutrition, better child-care, better production, better consumption, better conservation of resources, better economic literacy, better citizenship, better understanding of political affairs. Better everything is needed for the people.

The arithmetic of the need may differ from community to community, and from region to region. The type of housing needed will vary, the processes of production will vary, the nutritional and health

needs may be different. The community problems may vary in degree, but each community has them—a staggering number of problems whose solution requires education on a broad base.

Before the war, educators were rapidly becoming more concerned with community problems. In some communities a sprinkling of textbooks bearing directly on problems of better living are being used. This is something which the conventional textbooks ordinarily do not do. In most textbooks, the teaching materials are artificially generalized skills in arithmetic, in grammar, in geography, and so on.

In some communities, one can find in the public schools courses organized to give the children better understanding of some of the problems of their community, even though textbooks for this purpose are not available. The community-survey concept has become accepted school practice to an increasing extent.

In short, educators have been seeking ways to promote better community life through the educational process. They are trying to do something about it through the youngsters in the schools. Some notable ventures have been launched. One of these is the series of experiments aimed at community betterment through school programs now under way by the Sloan Foundation, reviewed recently in *THE CLEARING HOUSE*.¹

Unfortunately, community-wide education through the schools as such has serious limitations. It is centered primarily on the young people, rather than on the adults. Consequently, its effectiveness is largely,

EDITOR'S NOTE: *When the local schools cooperate with one or more organizations in community-wide education on some urgent matter, the division of responsibility and authority between the agencies is a serious problem. Dr. Boyce explains a device which he has found effective for keeping the peace and making progress. The author is Director of Navajo Schools for the U. S. Office of Indian Affairs. The regional school system which he heads includes 65 Navajo and Hopi elementary schools and high schools.*

¹ An editorial and three articles in *THE CLEARING HOUSE*, March 1945, pages 418-31.

although not entirely, aimed at the coming generations rather than present-day adults for the problems of today.

To reach the adults directly through the schools is difficult because few adults have the time to come to the schools regularly. For the schools to employ a sufficiently large staff of adult-education specialists to deal single handedly with the great range of current problems would be prohibitive in cost.

School administrators, feeling their responsibility, have attempted to work outside of the schools with other community agencies. Most school administrators energetically do their best to work with the Boy and Girl Scouts, the Parent-Teacher Associations, the churches, and other groups concerned particularly with problems of child betterment. However, this kind of cooperation is largely on a personal and rather undefined basis. In some ways, it is cooperation in a vacuum, inasmuch as boards of education have not clearly authorized such activity by school officials. Such activity is not financed by school boards, and there is no common inclination by school boards to permit administrators to make commitments beyond man-to-man cooperation.

Likewise many school administrators do their best to cooperate with other community agencies on an adult basis, such as through the Rotary Club, the board of health or private physicians, the police department and courts, the Chamber of Commerce, and other leaders. Here again, such activity is customarily limited to the energy of the school administrator "on his own hook". It is not officially supported, officially financed, or officially defined by the board to the school administrator. Consequently the school administrator very often meets with opposition and some suspicion as to where he is going and why.

Now if we look at what is taking place among non-school agencies in any community, we find many such agencies are unable to function *fully* for lack of educa-

tional programs. The local police keep busy handling serious traffic accidents but are not set up to conduct a community-wide safety-education program. The private physicians and the health department are beset with cases of preventable sickness, but few of them are trained teachers for a health-education program. The Chamber of Commerce is interested in more efficient production and consumption but it lacks the educational personnel and facilities for a well conceived community-wide educational program.

Only in the larger cities and larger administrative and political units are service agencies able to employ educational experts. However, state-wide or national programs do not often come close to grips with the unique problems of Main Street in Our Town.

In short, the need for community-wide education is not being effectively met, although every community in the land is facing the terrific problems of today. The need falls into a sort of no-man's land, largely for lack of an administrative concept for dealing with it.

As a guide-line to whose responsibility this is, educators' own national policy-making body indicated the answer just before the war. The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators makes the following clear recommendations²:

"The Commission recommends that school boards become *public educational authorities* with a viewpoint broad enough to encompass all public educational activities. . . .

"That educational authorities be charged with full powers and full responsibility for the conduct of all public educational activities within the community. . . .

"That school authorities seek actively to coordinate educational services with social

² *Social Services and the Schools*, National Education Association of the United States, Washington, D. C., 1939.

services rendered by other public and private agencies."

However, the Commission recognized certain inherent difficulties in having educators "take over" other service agencies, even though such an agency may have large educational tasks. In the case of public libraries, for example³:

"Perhaps the strongest argument raised against placing public libraries under boards of education is that these boards, as at present constituted, have an educational viewpoint which fails to encompass the full implications of the library as an educational institution. . . . Under this handicap the libraries suffer, it is said, from lack of that consideration which is consistent with their importance. . . . It is asserted under this form of control the libraries lack representation before the public such as they enjoy under a separate board. . . .

"The question of board of education control leads also to problems regarding the status of executives. The relation of the library administrator to the school administrator is indeterminate. Shall the librarian have an equivalent or subordinate status? Shall the board recognize two educational executives or only one? . . . Unfortunately there are, today, no generally accepted practices which provide a satisfactory answer to such questions."

In short, health departments, law and order departments, quasi-public organizations, and private enterprises quite naturally and logically resist any effort on the part of educational boards to impinge upon their authority or to cut into their province of activity.

In this situation, community-wide education suffers from administrative conflict. Educational workers are thrown back into the narrow compartment of being school workers only. On the other hand, health agencies largely remain pill dispensers and hospital operators. Law and Order departments of local government remain merely

police departments. Welfare agencies largely remain processing agencies. Chambers of Commerce remain ineffective booster organizations.

Hence, to proceed with community-wide education there is acute need for a commonly accepted administrative concept whereby educational administrators and community service agencies may carry on the educational function. To resolve this issue, a very simple administrative concept is needed for common application in implementing educational policy. Such a concept may be found in the sub-contract concept which is so widely used in industry.

Big corporations regularly sub-contract for services which are essential for their total operations but which other organizations perform as a specialty. The automotive industry is an outstanding example known to the general public. Actually, use of the sub-contract concept throughout industry made possible our gigantic war production.

The organization of community-wide education is a very analogous situation. The health departments, the law and order departments, the innumerable other service agencies of a community all have a task to perform, but they are unable to function fully, as has been indicated, without a collateral educational program. Education itself is a specialty. It is big business. Every community has an educational organization. Its function has been set as including *full responsibility for the conduct of all public educational activities within the community*.

Tack the sub-contract idea, then, to the community-wide educational need, and a very simple administrative device becomes readily possible by steps such as the following:

1. Affirm the role of the local board of education as stated by the Educational Policies Commission.
2. Through the board of education, authorize the educational administrator of secondary public school or college to

³ *Ibid.*, pp. 33-34.

negotiate with other community agencies for the purpose of:

- a. Exploring educational needs.
- b. Preparing proposed educational programs.
- c. Preparing budgets for financing community-wide educational programs.
- d. Assigning educational experts on the staff to proceed with preparation of booklets, posters, lectures, training courses, and other suitable educational materials for the general public.

3. Authorize public-service agencies, in turn, to negotiate with the board of education for educational services pertinent to the service agency.

Such a device can be implemented merely by letters or memoranda of understanding. Let us see how this would work.

The board of health of Our Town recognizes that a community-wide program on the prevention of tuberculosis is needed because the incidence of tuberculosis in Our Town is on the increase. The health officials arrange a conference with the community educational administrator.

A survey of the situation and the possibilities shows that a public-health nurse is being employed but few people take advantage of her services. Likewise there are a number of private physicians in the community but people do not go to them until they feel really sick.

Many of the people in Our Town put off going to the nurse or doctor for fear that he may find tuberculosis and put them in a hospital. Consequently curable tuberculosis is not discovered until too late. In the meanwhile, common unsanitary practices in homes and eating establishments aid the spread of infection.

A community-wide educational program on the advantages of early discovery of tuberculosis, on general sanitation, and on widespread use of X-rays seems promising. A contract or a letter of understanding is drawn up between the health official and the educational administrator for preparation of educational materials based upon situations in Our Town. These materials

are to be prepared by the workers of the board of education and to be distributed by nurses, doctors, school children, Boy and Girl Scouts, churches, and other suitable groups. When the materials are ready, arrangements are made whereby the board of health will call its workers together for instruction by the educational technicians in the use of these materials.

The board of health is to retain full administrative direction over its workers in proceeding with the program. It loses none of its original authority. On the other hand, Our Town, which is only a small town, now begins to have a real board of *health* and a real board of *education*.

The same procedure can be applied with the police department, the courts that are becoming crowded with juvenile delinquency cases, the farm associations, the merchants, and the various other public and private enterprises in Our Town.

Our Town can start to move in this direction without adding any additional personnel to the educational staff because we have a good school administrator. He knows a great deal about educational technique. He really knows much about Our Town but hasn't had a green light to go on.

Before long, some additional educational personnel, chosen for ability in applying educational technique to a variety of real problems, will be needed. There is ample evidence that expenditure for practical community education would pay dividends in revenue to the town, in excess of the nominal expenditure required.⁴

An immediate start can be made once we have a commonly accepted administrative concept. With this concept established, all that is needed is to give the authority to the board of education and other local service agencies to organize community-wide education under joint contract as common practice.

⁴For example, see *Education—an Investment in People*, by the Committee on Education, 1944-45: United States Chamber of Commerce.

PROJECTS of Ventura Junior High GIRLS' LEAGUE

By
LILLIAN F. BIDWELL

SOMETHING OLD and something new" represents not only the bridal costume but also the dilemma of any Girls' League adviser, particularly the sponsor of such an organization in a junior high school. Among teen-age girls there is a love of the traditional that often prompts their program-planning to include just what was scheduled the previous year.

The corsages of installation, the tenth-grade recession, the treasure hunt once introduced are here to stay. But there is also an enthusiasm for new ideas, an eager desire for something different. Part of the task, then, is to mold together these two tendencies; and the adviser sometimes must assume the role of the potter, a part that is increasingly difficult to play as year after year she gives of her imagination until the bank of ideas is nearly empty.

"Something borrowed" the jingle goes on, and with it comes the realization that a successful project in one Girls' League may, with modifications, be carried out in another school. So perhaps others will find something of value in a description of some of the things one particular Girls' League has done during the past twelve years.

This organization in our school now has a membership of approximately 700 girls in grades seven through ten. Each girl automatically becomes a member when she enrolls in the school, and all faculty women

are also included. Some of these teachers assist by sponsoring the work of particular committees. There is nothing very unusual in the organization of the League's executive board, and of course most of the activities are very similar to those found in any such group. But occasionally we do something a bit different.

Much of the success of any League lies in the quality of its programs. Student talent, guest speakers, travelogues, May Festivals, exchange programs with other schools—all have their place but can scarcely be termed unusual.

One of the best of our programs was put on by the mothers themselves. More than one daughter was surprised when she heard her mother introduced as the next entertainer, and one could almost detect a chuckle in the music of a duet which two seemingly dignified mothers played. Talent scouting was handled by the PTA.

Another program, this time put on by the girls with the assistance of the Boys' League, was a burlesque on a faculty meeting. What a time we had keeping the nurse from finding out that we had borrowed one of her uniforms!

One year the League sponsored a spelling tournament. The first step was to have the girls of one homeroom challenge those in another, the contests being held while the boys were at a Boys' League assembly. Each winning room sent five girls to a semi-final, where the top twenty were selected for the final contest, scheduled as a part of our last League meeting for that year.

The winners of a debate tournament challenged the Boys' League and provided an interesting program for the two organ-

EDITOR'S NOTE: *A busy program of activities sparks the Girls' League of Ventura, Cal., Junior High School. The author, who is dean of girls at the school, here reports some of the most effective projects.*

izations in joint assembly. A quiz program brought class competition, although the tenth graders seemed as pleased with the sucker prizes as were the little seventh graders. Four whole suckers for those answering the sixty-four dollar question!

The interests of the League go beyond the girls' own entertainment. Each year some welfare work is planned, usually for the benefit of the children's ward at the County Hospital. Christmas gifts have included individual presents, balloons, or, more recently, war stamps. Once we gave a magazine subscription, yes, to a "funny book", but to a highly censored one. For several years, instead of sending remembrances at Christmas the League sent a birthday gift to each child in the ward. Again, it was May baskets or valentines, and on one Easter a lily went to the women's ward.

Tenth-grade sponsors help greatly in the school's orientation program for the incoming class, and the friendship committee has the general responsibility of welcoming new girls. Last year members of the committee asked groups of newcomers to eat lunch with them, and then "hostessed" them at the noon movie.

Of course, for these and many other activities there must be money in the treasury, and the girls themselves admit that novelty is an important asset for a sale. In pre-war years, when food was to be had for the buying, we sold tamales, licorice sticks, rice cakes, pretzels, and walnut meats along with the usual candy and ice cream and pop corn.

But sales need not feature something to eat. One Christmas season we sold lists of Christmas suggestions, a penny a list, or a whole set of sixteen lists for a dime. For Ground Hog Day a fortune sale brought in the pennies. Fortunes such as "The girl with the pink bow in her hair will play an important part in your life" added zest to the noon hour.

The girls greet football seasons with big

paper chrysanthemums which they wear with the gayety of collegians at a Big Game, and sometimes we sell rosebuds or other flowers or make corsages to sell at the school dances.

Once a sale "backfired" on us. For days we advertised a Sweets Sale for April 1 but ordered dill pickles to carry out the idea of April Fool. When the day came, the market delivered the dill pickles to the wrong school, and the April Fool joke was on us.

One of the projects of which we are proudest was a joint undertaking with the PTA. Following the suggestion of one of our speakers, representatives of the girls and representatives of the parents sat down together, listed some of the points on which misunderstandings between mothers and daughters most frequently occur, and then began to work out a code of social practices to which both the adults and the students might refer when disputes arise.

Some of the recommendations represented compromises—for example, the suitable time for a girl to come home from a date. Mothers of boys added valuable viewpoints when we talked about such items as use of the family car. Publicity on the code was given in community and school papers and in the student handbook. For one League program the girls wrote and presented skits based on this code.

In the future we should like to develop other projects that will bring the girls and members of the community together for more than just Mother's Day teas and programs.

The League has given many verbal orchids, but only one real one. That went to a beloved Latin teacher who was retiring. With the orchid were as many letters from former students of the teacher as we could get.

The war curtailed many of the League activities, but it also added new ones: Christmas cards to the alumnae in the service, a service-flag page in our scrapbook,

jungle jewelry collections, war-stamp sales, gifts for children in England and in the Philippines, even a war bond for our treasury, purchased in part with money collected on "Gum for Guns Day".

Now that the war is over, every Girls' League has a promising opportunity to do its small share in promoting international fellowship and understanding, and every

League should see that this means not only gifts and contacts abroad but also kindness and tolerance on the home campus. It is to such a goal that our new enthusiasms may well turn.

The rest of the bridal jingle? Don't worry; there will be many blue moments in sponsoring a Girls' League, but there will always be plenty of blue sky, too.



Credo on Tests and Measurements

By SISTER M. MICHAEL¹

I believe:

1. That tests are administered for the purpose of evaluating, directing, and improving instruction.

2. That tests are relative and not absolute.

3. That the result of each individual test needs interpretation by one who has knowledge and experience in the field of tests and measurements.

4. That in order to evaluate the achievement of a student, one must have a knowledge of his native ability or I.Q.

5. That in order to evaluate the achievement of a class it is necessary to have the median of the I.Q. of the class.

6. That tests are directive and will help to classify individuals.

7. That intangibles cannot be measured.

8. That character tests or personality tests, because they measure intangibles, should be interpreted with much thought by the teacher and never used as *absolute* indicators for placing a person.

9. That emotional and physical upsets experienced by a child while taking a test can change the results on a test.

10. That a certain professional code of ethics is required when administering and interpreting tests.

11. That a knowledge of tests should make teachers more objective in all evaluation procedures.

12. That teachers should maintain a sense of proportion and never become "fanatical" by over-using tests.

13. That the objective method of evaluating the results of teaching should omit the personal element, should bring about higher scholastic standards, and make for a fairer distribution of grades.

14. That the I.Q. of a student should never be told to the student nor to the parents.

15. That group tests are satisfactory for survey purposes, but that individual tests should be administered when atypical children need special placement.

16. That tests are only a means to an end; not an end in themselves.

17. That the word "test" should rarely if ever be used in the classroom.

18. That the test-teach-test program has value in teaching.

19. That testing is of little value unless remedial work follows.

20. That testing is meant to be a teaching device.

¹ Chairman, Department of Education, Immaculate Heart College, Los Angeles, California.

Student Government *with a*

THEME SONG

By
PAUL L. KIRK

THE WHOLE program of citizenship in Keating Junior High School, at Pueblo, Colo., has been motivated through an elaborate system of student government. Every effort has been made to keep this program from becoming a stereotyped, traditional teacher-dominated organization, and the results have been encouraging.

The program might be described in the vernacular as "student government with a theme song". The theme in this case is based upon the history, or mythology, of the American Indians. The town of Pueblo, and the state of Colorado, have had many associations with early Indian history, and this furnishes an interesting point of departure. Let no one be deceived in believing that pupils of junior-high age are too grown up for Indian lore. They enjoy it in all of its phases, from the costumes and warwhoops to the factual description of Indian tribes in the encyclopedias.

Every effort has been made to extend the theme throughout the entire building. Halls and rooms contain Indian pictures; the school paper is appropriately called the "Tom Tom", and is replete with cuts of Indian designs and symbols. The magazine, which is published monthly, contains such

column titles as "Tribal Lore", "Along the Trail", "Among the Braves and Maidens", "Sparks from the Campfire", "The Big Chief Speaks", etc. Each of the twenty-six homerooms "publishes" a room paper which bears the same Indian title as the room name.

One of the most important phases of the entire student government project has been the development of Room Shields. Each new room must choose an Indian name at the beginning of the school year. This involves considerable research into the history of the tribes, and evaluation of their character. After a name is chosen, each room, with the help of the art and woodworking departments, designs a shield and standard with the Indian name of the room. This room shield is placed outside the door in the hall during the school day, and is carried to all assemblies, where it is placed in the aisle near the room section. The room keeps the same shield through all the grades of the junior high school. When the room members graduate, the class roll is placed on the back of the shield and presented to the school at a final assembly.

An interesting development has been the designation of a shield room to preserve and display all shields of past classes. This not only furnishes an attractive room to show visitors, but it also supplies interesting data (from the class rolls) on all graduates of the past ten years.

This room is also an excellent place for meetings of the student-government groups, such as the council and cabinets. Surrounded by shields and mementoes of a splendid school history, these organizations feel the proper responsibility for their conduct of the school government.

EDITOR'S NOTE: Mr. Kirk writes: "The student-government organization at Keating Junior High School has functioned most successfully for the past seventeen years. Many school people in this vicinity have visited the school to witness the ceremonies described in this article. The organization is well adapted to an age that loves awards." Mr. Kirk is superintendent of schools in Pueblo, Colo.

The student-government program is introduced to the community each year when school opens by holding a Community Meeting, or Open House. The student council is in charge of the auditorium program, and the new seventh-grade homeroom presidents officially receive their shields at this time. This program represents an Indian tribal ceremony with all the "trimmings". All of the participating students dress in Indian costumes; there are Indian dances, tom toms, tomahawks, and a camp fire. The program is colorful, fast moving, and exciting for both the performers and the audience. Interest is aroused, and parents are eager to learn more about the entire plan of student government.

It is the belief of the faculty that boys and girls who are interested and busy in their school life will find it enjoyable. This goal is achieved by several active organizations.

In Keating Junior High there are approximately a thousand students who compose the seventh and eighth grades. The two grades are subdivided into twenty-six homerooms. The student government organization is composed of four units: (1) homeroom, (2) grade unit, (3) "congress", (4) the student council.

The Homerooms. The various homerooms elect their officers at the opening of school each year, and through many activities develop school spirit and pride. The homeroom must be the basic unit in any good scheme of student government. It represents the point where the democratic process is taught to the young citizen. Here, in parliamentary meetings, the effort must be made to teach respect for law, order, and the rights of others. Needless to say, a good homeroom teacher who is energetic and also a wise counselor is invaluable in any student government organization.

The Grade Unit. The grade unit includes all the members of each grade. The central governing body of each grade unit is the cabinet, with a membership composed of all

homeroom presidents. This group serves as a trial court and supervises all activities that affect the homerooms in each grade.

They conduct contests for the best homeroom meetings; they help each individual room president with the problems he may have in his own room; and they provide a method of sending all news to each homeroom quickly and uniformly.

The Congress. The congress is the largest and most democratic group of the entire organization. The membership is composed of twenty-six room vice-presidents. Each room sends a delegate who is elected by popular vote. Teachers exercise no influence in these selections. The congress serves as a "pep" club by promoting activities which stimulate school spirit. The organization promotes school contests, sells tickets for all school affairs, and carries general school announcements back to all homerooms at the same time.

The Student Council. The council stands at the apex of the entire organization, and has executive, legislative, and judicial powers. The membership is elected by popular vote from lists submitted by the teachers and approved by the principal. In addition to the elected delegates, the council is composed of the president of each grade unit, the president of congress, the head guard, and the captain of the patrol.

The council president is elected by the members of the council at the first meeting, and is automatically president of the entire student body. The student-body president presides at council meetings and all assemblies. The council serves as a supreme court in all student trials. The organization works in close cooperation with the principal and the teachers in all school matters.

Two other organizations function well and complete the system. The "guards" work inside the building and help maintain hall order. Each one has a definite station, and the organization works along military lines, with captains, lieutenants, etc., as officers. The "patrol" has a similar organiza-

tion and works outside the building, regulating traffic at street crossings.

While the system of merits and demerits may be frowned upon by many and described as a relic of the dark ages, it has worked exceedingly well with this system. There are so many ways of making merits as a group, and children work for them so eagerly, that demerits are almost negligible. Most of the merits are on a group, or room basis; there are no individual merits except those of scholarship and attendance.

The system is not allowed to degenerate to the stage where merits might be given to an individual for wearing his overshoes or bringing a clean handkerchief. Such trivialities would soon bring hysteria to both parents and teachers. On the contrary, group merits for worthwhile projects build up spirit and cooperation.

At Keating, group merits are offered for

such activities as winning an athletic tournament, selling the most tickets to a show, having the best attendance at a school affair, or having the best homeroom meetings. The school rewards the grade unit having the most merits with an hour and a half holiday (early dismissal) each six weeks. The enthusiasm for this system is quite evident.

Several points should be noted in evaluating student government. It is most apparent to the faculty that a system of student government *does not mean less work for the teacher*. Adolescent children need much guidance and patience. They make mistakes, and learn by trial and error, just as the human race has always done.

From the administrative standpoint, student government fosters interest and morale, and seems invaluable for pupils of this age, who thrive on activity and responsibility.



"Poems for Regular Fellows"

When an all-boy class, he-men every one of them, objected to the required unit in poetry this year, I reversed their objections by declaring I could understand their dislike for poetry because, to date, boys had been compelled to read many poems which held no interest for the stronger sex. I asserted that I, too, was "fed up" with this fact, but that I thought it could be remedied. Then I launched my plan.

Why couldn't the class, by reading as much poetry as possible, select poems which they knew would appeal to boys, and then compile them into a separate volume, available to all the boys in the school? Wouldn't this eliminate, for other boys, the trouble of wading through a lot of poetry that was, for them, "sissy stuff"? Naturally, on the recommendation of a group such as this one, a poem would be acceptable and probably read with enjoyment.

Little more needed to be said; the boys seized upon the idea, willing to embrace the dreaded unit because they were convinced theirs would be a real service; hadn't they, themselves, suffered long enough? The result was a class-made volume of verse entitled "Poems for Regular Fellows",

duly presented with much ceremony to the school librarian, who, in turn, has placed it with other volumes of poetry on the library shelf.

As a sort of postscript, I must add a surprise ending, which, perhaps, the reader has suspected right along: The poems chosen by the boys are pretty much the ones any English teacher would include in a similar compilation, as proved by the first six titles in the Table of Contents: "An Incident of the French Camp" by Robert Browning; "Boots" by Rudyard Kipling; "Brothers" by Elias Lieberman; "Casey at the Bat" by E. L. Thayer; "Chatham Fisherman" by J. C. Holm; and "The Charge of the Light Brigade" by Alfred Tennyson. Later in the list appear other typical selections, such as "Chicago" by Carl Sandburg, "In Flanders Field" by John McCrae, and "Sea Fever" by John Masefield. Perhaps the only surprise is the inclusion of "South Wind" by George O'Neil.

Next year I shall invite other boys to add to the volume, and maybe Shakespeare or T. S. Eliot will make the grade. I won't be surprised; anything can happen—even the highly desirable—if the boys don't see the hand inside the glove.—LIEBER ANKER in *The English Journal*.

Crossed Wires

*Collinwood High
attacks a problem*

in COMMUNICATIONS

By MARGARET WYLIE CONNELLY

WE ARE A great cosmopolitan high school. Dozens of nationalities are represented among us: philosophical Finns, self-contained Slovenians, accordion-playing Italians, and introspective, opera-loving Hungarians. We stand at the eastern edge of Cleveland, itself one of the most cosmopolitan of American cities. We are young in the family of city high schools, having been established to meet the need of that "second generation" whose families have not lived long in this vicinity, nor indeed in this country.

In all directions from us stretches the land, flat as a floor, terminating a mile or so to the north in Lake Erie, which we can see from our upper windows. Great railroad yards and countless factories, nondescript as piles of paper plates, reach right up to our door. The corner on which we stand is known as the "Five Points". Its intersecting streets roar with traffic all day long, and are lined with a litter of small dress shops, "jewelry" stores, hamburger castles, taverns,

and drug stores, knee-deep in sundries, which serve as cheap night clubs for the teen-agers.

We like to think that we are a "kindly light amid the encircling gloom." We are undeniably right in so thinking, yet we aim to be wholesomely self-appraising, and so we conduct panels sometimes, in the course of which we may become wonderfully frank and enlightening toward one another.

During one of these discussions recently, it developed, not too surprisingly, that we are "not doing so well" in the matter of communications, i.e., reading and listening on the receiving end, writing and speaking on the transmitting end. In fact, eleven departments had something to say on the subject, and here is a digest of their remarks.

Seven departments mentioned specifically the poor reading ability, and the others mentioned it by implication. These were the variations:

The science department complained that there was too much mixing of reading "levels"—as many as five—in one class; that many pupils could not get the meaning from the text, nor interpret a chart; that some degree of this disability was recognized as being due to mental lack, to poor vision, or to psychological problems.

The social-studies department deplored the careless, cursory reading of material that should be studied, but also believed that part of the difficulty lay in the "dry" adult style of the textbooks. From this department, too, came the complaint that pupils had not been taught to use charts, diagrams, and maps. However, much faith was placed in the wider future use of audio-

EDITOR'S NOTE: "This article summarizes the results of recent general faculty meetings at Collinwood High School, Cleveland, Ohio, devoted to the important problems of 'communication'—the transmission and reception of meaning by pupils—and their effect upon learning," writes F. L. Simmons, principal of the school. "The English department provided the leadership in the planning and carrying out of this venture, but all areas of the curriculum were involved in the considerations." Miss Connelly teaches English in the school.

visual material, which may make obsolete much of the present extensive use of texts.

The home-economics department professed itself amazed at the slow and poor reading of very simple material, and hit the nail squarely on the head in saying that the greatest difficulty lies in selecting key words and key sentences. Selections were read from textbooks that are hopelessly technical in terminology. The observations of the commercial and art departments were similar in respect to the pupils' confusion of words which look or sound alike, such as "Manila" and "vanilla", "textile" and "texture".

The music department found that words of songs do not "make sense" to many pupils because they lack vocabulary, and because they pay no attention to punctuation. Such ridiculous mistakes were cited as those of pupils who sang "Our fathers' gone to Thee, Arthur of liberty", and "undimmed by hungry [human] tears". There are other pupils who write that they play the "coronet", sing in the "coral" club, or want to join the boys' "chore".

According to the Latin department, few pupils are familiar with the names of mythology, and according to the mathematics department, the texts are so inaccurate in wording that the pupils are misled. Between poor texts and poor ability to read them, the manual-training department has given up in despair and teaches only by word of mouth or by work sheets.

The heaviest barrage of criticism fell, next to reading, upon meagerness of vocabulary. The social-studies department seemed to feel this fault most keenly, realizing that it leads to halting, inadequate speech, or to a dislike for speaking at all, a most undesirable situation for a democratic way of life. The home-economics teachers noticed a tendency to depend upon a few thread-bare expressions, such as "I'll say so" and "That will be okay", to carry on the whole business of conversation.

Commercial pupils were said to be lacking in business terms, and in specific words,

preferring to use such words as "hickey" when knob, or clamp, or release was meant. They are also inexact in general vocabulary, so that their shorthand notes often fail to "make sense". The art department stated that pupils do not know the meanings of words in their application to art, e.g., the words "tone" and "miniature", and that in poster work it is very difficult to get a forceful or even a correct association of word and picture. Even the physical-education department has its troubles with vocabulary in getting notices written—and spelled correctly.

Naturally, this same department was impressed more than other departments by the poor listening and the slow response to commands.

The science department reported pupils' inability to summarize a broadcast immediately after hearing it. Boys and girls displayed muddiness of understanding and poor sentence structure when they attempted any expression at all. The home-economics department mentioned the time lost in work-rooms by the heedlessness of girls—going to the wrong cupboard, bringing the wrong material, etc.

The results of verbal instructions are so poor in the commercial department that it is almost customary for certain pupils to address envelopes to persons whose names they have been told to omit from a list, instead of to those that they have been told to include. The art department believed that the teachers had been too patient in repeating directions, with the result that pupils do not concentrate, but instead rely upon being prodded again and again.

Poor speaking has long been acknowledged by the English department to be one of our greatest weaknesses. So aware are we of this defect that a few years ago a speech unit—six weeks in both the 10B and 10A grades—was established. A sound mirror was purchased, so that the pupil could listen to his own voice as it was reflected, and the experiment always elicited a great

deal of interest. Yet, strange as it may seem, it appears that we still have among us some "imperfect speakers".

The commercial department lamented that its pupils cannot be of the help to each other that they might be in the matter of dictation because their enunciation is extremely poor. The art department said its pupils are frequently incoherent because of lack of enunciation, or of poor sentence structure, or of jumbled sequence of tense. The chief complaint of the mathematics department was that efficiency in explanation of problems is greatly impaired by the pupils' groping for words, by ungrammatical or slangy remarks, and by ambiguous expressions.

Sundry other comments on reading, speaking, and listening were on their way to beautifully uninhibited development, and writing had yet to receive its spanking, when we of the English department became irrepressibly eager to state our view of the subject in hand. In an effort to relieve the general gloom which this faculty exercise in self-analysis had apparently engendered, we thought it might be well to remind ourselves that our difficulties in this school are not peculiarly our own; that for some years there has been a great outcry about how little high-school graduates know.

Employers have been telling us for a long time that they would far rather the beginners in commerce and industry have a better grounding in the three R's than that they have a smattering of specialized training. A year or so ago every newspaper in the country ran stories on a report about the startling ignorance of history, and the magazines regularly hold up to public view our deficiencies in one subject or another. In the past month in just a few of the magazines examined there have been four articles to the general purport: "They don't know any mathematics; they don't know any spelling; they can't read; the English department should take over the teaching of history."

In the face of these indictments of communication skills, we teachers should in fairness to ourselves consider certain extenuating circumstances, the first of which is that the makers of these comments do not seem to recognize the difference between the pupils who are attending high school today and those of their own generation, that is, the great number of children in high school now who have no interest in education itself, upon whom there is not even social pressure toward education, and who are here only because there is a law.

In the Aug. 18, 1945 *Saturday Evening Post* there is an article titled "The G.I.'s Reject Education". It sets forth the surprisingly small number of ex-service men who are accepting the government's subsistence allowance and finishing their high-school courses; it further states that in hospitals their chief requests for reading material are for comic books. The preferred occupation is truck driving. (It is a different story, I believe, among those who were in college, or who were about to enter college when drafted. Their higher level of intelligence prompts them to continue to progress.)

It stands to reason that if there are large numbers of men who have no wish to return to book learning, granted that there may be many factors which would modify this statement, there must be large numbers of pupils in the same class.

Then there are pupils who hear only a foreign language at home, and also those who hear only very poor English. Among our own 10B's there are two hundred fifty-six whose mothers speak a foreign language, and one hundred eighty-two whose fathers do. One hundred sixty-four of the pupils can speak a foreign language, and sixty-one can write the language they speak. There is naturally a tendency among the youngsters to revert to type as soon as they leave the classroom, and although they may know the correct expression, it is forgotten or even purposely foregone when the ear is con-

stantly bombarded by the bad grammar, the slang, and the vulgarisms of the street corner.

The language of the radio is hourly growing worse; magazines are permitting much looseness in their choice of words. Teachers, too, make many mistakes in grammar, mistakes which we do not even recognize as such. Why do we not? Surely it is as careless of us to make our mistakes as it is of pupils to make those of a grosser sort.

Along with these familiar drawbacks, frequently goes the other one of "no place to study at home". This is more often true than merely an excuse. We all know about the blaring radio, of having no room of one's own, or of having no desk, or no lamp, or of a not-very-strong-mind trying to concentrate in the midst of hubbub.

Worst of all is the unappreciative parent. Having little schooling himself, he has no conception of the time and labor involved in real study. We have many such around here; intoxicated half the time, they come home evening after evening and raise a hullabaloo.

Then there is the current epidemic of "soft" parents, who are afraid of their children and exercise no control at all, thus supplying no moral support in anything that is difficult. Even these conditions will not keep natural-born students from studying, but we are not speaking of them.

Although these things are well known to all of us they need to be borne in mind, lest we lose our sense of proportion at the maddening results of what may be our very best efforts.

The English department is an especially easy target for criticism because defects in speaking and in writing are more easily detected than defects in other subjects, and because reading is the basis of all study. We can't help wondering how the pupils' knowledge of, say, mathematics or science, would bear up if it were subject to such instant and constant examination.

Remarks by others on this program indi-

cated that they noticed, above all, weakness in the reading skill, and along with it weakness in listening, the two being different forms of the same thing. If we consider something of the background of reading, we find it a much more complicated subject than one might suppose. Educators and psychologists are conducting investigations of this matter of poor reading, which is widespread.

Dr. Norman Lewis, who conducts a class in remedial reading for adults in the College of the City of New York, says that although less than 4 per cent of the people in the United States cannot read at all, at least 60 per cent read very poorly. He further says:

"A person reads fast because he thinks fast, has good eyesight, a good vocabulary, and a wide background of information." "Most persons who read ten times as fast as the plodder absorb much more of what they read than he does." "A large vocabulary does not come from looking up long lists of words in a dictionary. It comes from wide reading, from being alert and curious." "A sixth-grade child should read his school books at about 225 words a minute. High-school students get into difficulty if they cannot read 300 words; college students must read 350." (Dr. Lewis reads 800 words a minute and is still improving.)

The rate of reading undoubtedly has a great deal to do with a pupil's success. A slow rate leads to complaints about the length of the lesson, and to revolts against finishing it.

Vocabulary itself is limited by intelligence. In fact, some makers of intelligence tests believe that range of vocabulary is a gauge of general intelligence, and tests have been devised on the basis of that assumption. Parrot-like learning of the meanings of many unfamiliar words is therefore a waste of time, except where they are so graduated as to be within the pupil's power of assimilation, and may in this way become a part of his working vocabulary.

In all analyses of causes of poor reading, there is a recurrence of the cause stated by Clifton Fadiman in his excellent preface to *Reading I've Liked*. It is this, "What the child is not emotionally ready to accept, his mental system quietly rejects." Dr. Lewis says, "We read efficiently when our minds and imaginations are captured by what we read." It is this true lack of interest which seems to be the fundamental reason for poor study in all subjects.

We notice in our "Modern Books" class¹ that both the rate of reading and its quality is higher than in regular classes, because it is voluntary and is to some extent of the pupils' own choosing. Age has something to do with the subject also. If by chance a former pupil re-reads a school book, he often says, "I didn't understand it in school, but I like it very much now." At long last he has grown up to it.

The nature of reading is not well understood. Reading is not sitting in a vacant mood, allowing some one else's thoughts to pour in upon you. It is a cooperative enterprise between you and the author; you too must "give" of all the facts you have been taught, of all you have thought, and felt, and hooked out of the air by intuition. It is not only reading the lines, but reading between them. How meager are the mental furnishings of some pupils, naturally, to match this challenge of the printed page!

You have observed that the duller the pupil, the harder it is to snare his interest in anything—he is impressed only by the sensational in literature, the flamboyant in art; then how far beyond him must be the abstractions which we try to force upon him in the purely factual subjects! For that matter, how many teachers ever read a book of pure science, or pure history, just for the information or for the mental discipline?

It must be admitted that the style of most textbooks is itself a barrier to effective

study. It is not so much the vocabulary used as it is the impersonal, academic form in which the mass of facts, figures, characters is presented. Dozens of pupils have said that they understood the Civil War much better after reading *The Crisis* than they did after "studying" it in their textbooks; that it was from *A Tale of Two Cities*, rather than from their text, that they got at least a glimmering of what the French Revolution was.

The reading of modern biography seems to stimulate interest in the work of such scientists as Edison and Pasteur. And the plight of England today might be more impressive to some minds if they had read of what a going concern it was seventy years ago as reflected through the personality of Queen Victoria and of Disraeli.

Consider now the type of pupil with which we are largely dealing, not the type that you were. Would we disgrace ourselves forever in your estimation by saying a good word for the much-maligned popularizations of science, health, medicine, history? As long as they are accurate, why is their palatable form an objection?

If the writings of such men as Paul de Kruif were employed, in which the information is authentic and not colored by fiction, a wider dissemination of knowledge might be possible among those not going to college. As it is, they either can't or won't get much of anything meaningful to them out of their texts. An attempt has been made in the latest junior-high English books to use real-life situations for illustration and suggestion, and there are some lessons on how to read for science, for home economics, etc., but in general texts are badly written and repellant in appearance.

Of course there are many pupils who can and do force themselves to master subjects that are not especially interesting, as long as they are factual, but who have no mind at all for anything imaginative. Literature deals so largely with the philosophical and the poetical that these literal-minded per-

¹ An elective course for twelfth graders. The work consists of reading, reviewing, and discussing carefully selected modern books.

sons necessarily lose nearly all but the narrative; in self-defense they are inclined to belittle what they cannot get.

There is no way of supplying them with a faculty which they do not possess, but they should be made properly humble. They should not be encouraged to be bumptious about their limitations, nor contemptuous of those whose perceptions are keener than theirs. The fact that they are blind in one eye is no reason for presuming there is nothing to be seen. Their learning just that much about literature would be a great contribution to education.

Another problem in reading is that of bridging the gap between the elementary school and the junior high school. Many 7B pupils who are slow normals, not adjustments,² apparently are not ready to manage the new work when they are deprived of the daily reading period which they have in elementary school, in addition to their grammar period.

In some junior high schools there is a continuation of this double period for English. In our own school we tried last year, with excellent results, a 7B course on "How to Study", which was to some extent a course on how to read. Of late we have given reading tests to all 8A pupils as a basis for their placement in X, Y, and Z groups in the 9th grade. In 9A, tests have been given with a view to more accurate placement in 10B English classes.

The reading material which was formerly used in the general course³ proved, in the

² The adjustment department in the junior high school is for pupils with I.Q.'s below ninety. The reading ability is often not above fifth-grade level. A differentiated course of training is provided in methods and in materials to the end that the pupil may not lose self-confidence through unsuccessful competition with his superiors, or lose interest in his work through repeated failure. The goals of achievement are necessarily much more individual than in an average class.

It is estimated that these pupils, if left in normal classes, come to a standstill in learning at about fifth-grade level, whereas, by slower and more devious routes, they may advance another grade or two.

³ The general course in senior high school serves a purpose similar to the adjustment department in

main, a realistic substitute for those pupils to whom Shakespeare must remain a closed book, actually if not ostensibly.

When we turn to the mechanical side of English, it is clear to us that here too there is not enough holdover from the elementary schools of whatever has been taught of grammar and correct usage, and that these subjects need to be drilled upon every single day. Also, the most practical forms of composition—letters, invitations, reports, etc.—should be continued right through the senior high school. Some attention, to be sure, is given to these now, but the phases of English are so many that it is almost impossible to "cover" everything in the overloaded program.

In any one semester, we English teachers must include the following items: in reading, for class discussion, three full-length pieces of literature, each of a different literary form, and three books of "outside" reading. Along with this goes some instruction in the use of the library.

For writing and speaking we have a unit of grammar, which generally includes several other subjects, such as sentence structure, punctuation, capitalization, spelling, vocabulary drill, use of the dictionary. Then there is composition, written and oral, and there are three book reviews. All this must be accomplished in a four-day week, as the fifth day is taken by the radio lesson.

The obvious question, especially on the junior-high level, is: are we sacrificing thoroughness to variety? Is it true, as pupils complain, that too many ideas are thrown at them at once, so that they suffer from chronic indigestion? This, and a few other questions, are applicable to all departments, as well as to our own.

Sometimes we think it would be more

the junior high school. It receives the adjustment pupils who have continued in school. The technical and commercial courses are simplified so as to let them "get what they can." English has been adapted, probably more than any other academic subject, to meet their needs. They are classified by reading tests; books for their reading must be simple in form but adult in content.

economical to begin every unit of grammar with the supposition that pupils know nothing about it; to start from scratch rather than try to build upon a foundation which in most cases does not exist. A review of all background before proceeding into the advanced phase repays in clarity for the time spent on it.

Again it seems questionable whether we make sufficient effort to gain simplicity at the beginning of an explanation, cutting away all material which may be confusing, and then adding it later, a step at a time. To illustrate: the study of personal pronouns, which next to relative pronouns is probably the hardest part of grammar, can be boiled down to six pronouns, the others being fool-proof. By the use of a little chart the whole story can be told in six sentences, but as a background, one must review subject and predicate-nominative, transitive and linking verbs, direct and indirect object, object of preposition, the infinitive, and the case forms which go with it. No success is possible without this review.

Even then, it becomes apparent that it is a waste of time to try to teach some pupils anything but usage, that is, something they can learn by heart without knowing the grammatical reasons for it. They may, by much repetition, learn to say "Who did it?" instead of "Who done it?" and "Has the bell rung?" But to expect such pupils to put their minds through the constructions quickly enough to come out with the right pronoun in time to keep their words flowing is as absurd as to think that they could pass the aptitude test for geometry.

To be sure, dependence upon usage is none too reliable; it is somewhat like playing by ear, but "if it's the only course you can lay, you must e'en lay it." For example, if one goes into the grammatical background of relative pronouns, he must know not only grammar, but sentence structure as well, since a complex sentence has to be broken down into its clauses to determine

the use of the relative pronoun in its own clause. Take such an ordinary sentence as, "Give the clothing to whoever you think can use it." If you don't know what you are talking about, you think the pronoun should be "whomever," object of the preposition "to." The fact is, this short sentence contains three clauses: "Give the clothing to," "whoever can use it," and "you think"; "whoever" turns out to be the correct form, because it is used as the subject of its own clause. Can you imagine the rank and file of these pupils figuring all that out in time to go on speaking without hesitation?

Fortunately for them, modern books, at least those of the type most of them will read, tend to be written in short, easily understood sentences. Such pupils certainly would be in a predicament if they had to dissect Burke's *Speech on Conciliation*, as you did, or if they had to read selections from Carlyle, one of whose sentences covers an entire page, and every link of which is loaded.

I hope it does not appear that we are cynical about the performance of all our pupils. Any teacher with an ounce of ability to rate himself and others knows that he meets his match every day, and very, very frequently, his superior. When a little girl by the beautiful name of Angela Cirino gives, as well as any one of us could, a report on a long article in *Harper's Magazine* about some psychological experiments at Yale University; when Charles Karda condenses, without missing a word or an implication, an article in *Fortune* on the industrialization of China; and when Anthony Mastroianni travels the wide fields of reading that he can travel, and can look like young Dante while he is doing it, it's our turn to feel humble before these charming people. The point we need to face is that the percentage of superior persons in high school is lower than it used to be, and that therefore our expectations and methods have to differ accordingly.

To return to our own shortcomings, in

all departments, is there not need for clearer assignments of lessons, more talking them over at the beginning of the period, when there is time to do it? Should not more pointers be given for the preparation of the lesson, in the form of guide questions, or some other device, for helping pupils to find out what they are expected to know?

The daily test does not do this, and there is no use in merely saying "Read this", if you expect to get anything. Pupils may really do the reading, but they do not recognize the salient points as salient. As a result the material is just a confused blur in their minds. This business of pitching them in, to sink or swim according to their own strength, may have its points for the very best of pupils, but in most cases it is certainly a fallacy.

Should not every department teach its own terminology and explain its own procedures? Definiteness and clearness in this respect is what pupils are always asking for. It is obvious that there is not time in the English program to teach the use of graph, chart, formula, symbol, and other technical material peculiar to each department. It would be impractical to do so anyway, as not all pupils would take all subjects.

Have we allowed too much informality to creep into classroom procedure? Should we not demand more comprehensive answers? There seems to be a vicious lack of pride in even wanting to say anything fully or sensibly. Maybe we should withhold credit for answers that are only in the form of nods, grunts, or monosyllables. Some way should be found to get pupils to marshal their thoughts on any given subject, and

to strive, at least, to express themselves in understandable form.

On account of the great and varied mass of material with which the English department has to deal, the question is where the emphasis should be placed—whether the greater part of our time should be spent upon content or upon mechanics.

The great majority of our pupils will receive no more education than this building affords. After they enter senior high school, which of the following plans will offer them the greater advantage?

Should we give them, through much general reading and discussion, a wide scope of information, a glimpse of many phases of life, a beginning in the cultivation of tastes, some development of the imagination, and some understanding of character, customs, and periods of history, along with practice in self-expression, in fluency of speech, and in enthusiasm for ideas?

Or would it indeed be better to concentrate upon a meticulous and constant drill in those more rudimentary forms of language study which we lump together under the term "grammar"?

We are most eager to untangle these twisted wires over which thoughts travel, but it must be obvious that the undertaking requires more time and singleness of purpose than it has been given of late years. Our greatest problem is the proper selection of what shall be taught from among the interminable ramifications of the subject; our greatest need is for a chance to intensify and thus to strengthen the processes that lead to a more creditable achievement in school.



No Escape

Every teacher, if he uses a book, is a teacher of reading. None can escape. . . Every teacher, no matter what level or what subject he teaches, should be familiar with basic reading skills. He should help the child apply these skills in reading the material of the subject he teaches.—GRACE SCOTT in *West Virginia School Journal*.

IS IT COOPERATIVE EDUCATION?

Or do you give only
"work experience"?

By J. MARSHALL HANNA

I'LL TELL YOU one change that has taken place while some of you teachers have been in military service—a real growth in cooperative education. When you left for the service, I was drumming this state from one end to the other to get cooperative programs started. Now I am using the same amount of energy in keeping down the number of programs. It seems as if every high-school principal wants a cooperative business-training program going in his school." Thus spoke a state director of business education in a recent conversation on wartime developments.

Yes, Mr. State Director, your evidence seems to indicate that school administrators have been sold on the principles of cooperative education. They have come to believe in a vocational-training program in which business and industry join hands with the school in training potential workers.

These school administrators correctly conceive the cooperative plan to be a joint training program which includes three phases: a *planned training program* in the school, a *planned training program* for the student's development *on the job*, and a

coordinator to correlate the two training programs in such a way that they assure the maximum educational development of the trainee. Such a vocational training program is educationally sound and deserves the unquestioned confidence and support of every school administrator.

There is no debate on the value of cooperative education, but there is a very serious doubt as to whether these administrators are really getting *cooperative* training programs in their schools. Unfortunately, many schools merely have work-experience programs instead of cooperative programs. There is a distinct difference between the two, and we must not confuse *cooperative training* with so-called *work experience*.

In the true cooperative plan, the store owner or office manager cooperates with the school administration by providing a definite training program for the trainee on the job. In this way, the cooperating business assumes a real responsibility for assisting in the training of the student.

In a work-experience program, however, the business man may be merely providing a work opportunity without assuming any responsibility for training the individual. This work-experience opportunity is provided only because the business man needs employees and the school offers a ready source of available part-time help. Thus the school is only serving the convenience of the business man in solving his employment problem and is falling short of providing the student with anything approaching a truly cooperative-training program.

While there are definite values in just plain work experience as part of the voca-

EDITOR'S NOTE: Mr. Hanna says that while many school systems think they have cooperative educational programs, actually some of them are offering the pupils merely a work-experience plan. What the difference is, and what schools can do to get the real thing, Mr. Hanna undertakes to explain. He is head of the Department of Business Education of Western Michigan College of Education, Kalamazoo, Mich.

tional training of a student, these values must not be overestimated. The advantages must be measured in terms of the price the student pays for his work experience. A high-school pupil cannot spend half-days on a job without accepting a restricted educational program in school, a limited participation in extracurricular activities, and a probable decrease in essential leisure and recreational experiences.

Can we justify a work-experience program in which high-school students spend half-days on jobs for as long a period as one or two years; where no planned program of in-service training or promotion is being provided on the job; and where the student is repeating, day after day, routine duties which should have been mastered in the first month or so on the job? That certainly is not the type of program which administrators are asking for, and it is that type of training which will impair the future development of true cooperative training.

What can the school administrator do about it?

1. Evaluate your so-called cooperative program and determine whether it is a work-experience program or a truly cooperative program. If it is found to be the former, then label it for what it is and stop kidding yourself, students, parents, and the community that you have a cooperative training program. As a work-experience program, evaluate the gains to be derived from it and keep the amount of pupil time devoted to such work experience in keeping with its educational values. In evaluating work experience remember that a student will have a life time in which to work but a limited amount of time in which he is free to attend school.

2. If you want a truly cooperative training program, then give the coordinator time to do his work. Coordination takes a tremendous amount of time, and no coordinator can do a successful job when he is expected to carry a full or near full-time

teaching load and do coordination on the side.

3. Place less emphasis on numbers and more emphasis on quality of work being done. There is too great a tendency on the part of administrators to judge the success of their so-called cooperative training programs on the basis of the number of pupils enrolled, and not on the quality of work being done.

4. Recognize that the guidance policy must be based on sounder guidance practices than the mere fact that the student doesn't do well in other courses offered by the school.

What can coordinators do about it?

Forget about selling cooperative training to merchants through work-experience programs. Coordinators have been too prone to compromise with the very principles of cooperative education. They rationalize that it takes time to sell merchants on the values of cooperative training and that in the beginning they must start with work-experience programs and that true cooperative education will come later. It is to be questioned whether any program of cooperative training was ever sold through the work-experience approach.

What can state departments of education do about it?

Examine the certification requirements for coordinators. In some states one can be certified as a coordinator without even an hour of teacher-training education, just so long as the practical work-experience requirement is met. Both teacher training and work experience are essential for the proper training of a coordinator. Let's not go overboard on either side.

What can teacher-training institutions do about it?

Recognize the fact that cooperative education is being accepted as an essential phase of vocational training. Teacher-training institutions should recognize this situation by providing teacher-training programs which will prepare coordinators.

UNITY and Strength *for* EDUCATION

*Antidote for public
neglect of the schools*

By LOAZ W. JOHNSON

THE AMERICAN people are shifting rapidly from a war-controlled and somewhat regimented life to what probably will be a period when excessive liberties will be demanded. We are moving from a life of sacrifice and loyalty to American ideals to a period when selfishness will be rampant and our cherished ideals will be questioned—from a time when democracy received full support to a period when democratic principles will be distorted and stretched to the breaking point.

Already powerful groups are ignoring the welfare of the general public and are taking advantage of a critical situation to promote their own selfish interests.

In these strenuous times of change, what is happening to education? It seems as if the educational program has been, during the past few years, and will be for several years to come, the victim of a squeeze.

The teaching profession was a major victim of the depression years. It has suffered more than industry or the other professions from the war program, and will continue to operate under terrific handicaps for a number of years.

Early in the war many teachers began

leaving the profession to join industry. One of the chief reasons was higher wages. A high per cent of teachers volunteered for the armed services, or were drafted. Teaching staffs are dangerously depleted. Now there are thousands of emergency teachers in the schoolrooms, and they will be required for many years to come.

However, the greatest handicap of the teaching profession is that it does not lend itself to power organization and tactics, but operates as a voluntary group and depends on persuasion as a means of getting action. And today it seems as if combines and pressure procedures are becoming the usual methods for obtaining results.

Now we find ourselves with insufficient, and, in many cases, inadequately prepared teaching personnel, a poorly paid profession, many cumbersome and uneconomical school units of organization, insufficient and outmoded buildings, and inadequate and outdated teaching materials. To put the schools at still further disadvantage, in recent months they have been severely criticised for not doing a good job.

What can be done to improve conditions and give education its proper role in American society? There is ample evidence to show that leaving education to the mercy of local support is both hazardous and inefficient. It has been thoroughly demonstrated that many school districts and states have not, cannot, and will not provide adequate educational programs. Consequently, there is need for greater national concern and responsibility for providing them.

There are at least three ways in which

EDITOR'S NOTE: Mr. Johnson believes that, in the face of the present bad situation of the schools, the teaching profession should rally on a national scale into a united front and set out to get action on adequate financial support. He proposes a compromise plan for that purpose. The author is coordinator of curriculum of Butte County Schools, Oroville, Cal.

education might be given a more secure status on a national scale:

1. Responsibility for the educational program could be transferred to the Federal Government and adequate machinery for administering a complete program could be set up. Established traditions and fear of regimentation preclude this action.

2. Members of the teaching profession could form a strong union-like organization with extensive lobbying power and build a more elaborate educational program. Such a procedure would be contrary to the ethical standards of many members of the profession and consequently could not be made effective for a long period of years.

3. There could be developed a cooperative program which would give education a more responsible and secure position in the Federal Government and which would promote a strong, unified professional-education organization. Although such a plan might be contrary to sound administrative procedure, it would probably meet the approval of the greatest number of both educators and laymen just now and consequently would be the most apt to succeed.

It may be claimed that we already have such a cooperative program in the United States Office of Education and the National Education Association. In spite of the fact that these organizations are rendering many valuable services, it is apparent that they are comparatively non-effective with the powers who shape and control our affairs in general. For example, "After a persistent and well-fought struggle for his plans to strengthen the U. S. Office of Education, Commissioner John W. Studebaker was granted an increase of \$100,000 for the coming year. Ninety thousand dollars are for salaries; the remainder for general expense." What a pittance for such an organization! Why was it necessary to make such a struggle to get this amount?

After a struggle extending over a quarter of a century, these organizations with their combined efforts have not yet been able to

get legislation enacted for Federal support of education. These organizations have worked for years to get salary increases for teachers, and still these salaries are so low as to be a disgrace to the American people. Apparently these organizations, then, are not as effective as they should be to give education its proper status in American society.

If the U. S. Office of Education and the National Education Association are to continue, there should be a closer coordination between these organizations. There should also be a closer coordination between these two organizations and all other organizations engaged in educational activities. *Probably the best plan to utilize our potential professional ability to the best advantage in providing a satisfactory educational program for American society would be to develop a national framework of education.*

Efforts have been made in this direction in the past, but there has been lack of unity and comprehensiveness. For example, the committee of Ten, the Reorganization Commission, and the Policies Commission made splendid pronouncements, but they lacked the necessary status to give them permanency. Each of these organizations in its major contribution has stimulated greater interest and activity, created a certain amount of controversy, then gradually passed into the background. Evidently, then, if any organization is to continue in the over-all position, it must be given the necessities for perpetuation.

Such an organization must have adequate financial support. This support should be provided in such a way as to make the total educational personnel feel a responsibility for the organization, and yet should leave teachers free to give full time and effort to the educational program.

There must be provision for the development and constant revision of philosophy, policies, and purposes of education on a national scale rather than having every

little school unit run its own course. However, provision should be made for the total educational personnel to share in determining what the philosophy and purposes are to be.

There must be provision in this organization for a sound and comprehensive research program. It is true, there are commendable efforts at research today, but the total picture of educational research is somewhat spotted and blurred. In fact, it has been said that a person could take the results of purported educational research and prove both sides of practically any question or controversy. Most educational research is done on a voluntary basis and lacks financial support. No going concern can operate on a sound basis when it depends upon such a notably haphazard research program for guidance.

There must be adequate provision for public relations. Of course, if the organiza-

tion is made a vital part of the Federal Government, the matter of public relations will be taken care of in the program itself. Under the present scheme of things public relations is merely a means for getting financial and moral support. If education ceases to be an orphan and is acknowledged as a member of the family with guarantee of care and support, then public relations becomes a matter of making progress reports.

The Five-Year Program of the National Education Association is a step in the right direction. However, our educational program should not be thought of in terms of five, ten, or fifty years, or for life, but should be considered as something to be with us forever. It is hoped that educators will never have to drop to the tactical level of some pressure groups, but will through sound organization and strong professional spirit be able to provide a satisfactory educational program for the American people.



Can Night Football Be Justified?

Now that the war is over, lighting equipment will soon be available, and many schools that did not have night football before the war will again consider the advisability of "playing under the lights." A few schools are still opposed to night football and either refuse to play at night or play night games away from home only. It is probably safe to say, however, that the trend is in the direction of more night games.

Is this trend a desirable one? . . .

Let us examine night football in the light of the generally accepted aims of education.

The reason most often given for changing to night ball is that it brings in more money. Many schools claim that this increase in funds is necessary to support other athletic activities or even the physical-education program. This is true largely because many schools, while accepting athletic activities as legitimate for an educational institution, fail to support them financially.

If we followed the same procedure in English departments, enough money would have to be collected from school plays to support our English

classes. . . .

What is the effect of night ball as compared to afternoon games on the players and students?

In an average season, most of the afternoon games will be played in the brilliant autumn sunshine. After the game players and spectators will have time to eat a good dinner and recover from the excitement of the game before retiring. The players will not have had a whole day in which to worry before the game starts. Adult spectators will be confined largely to the group really interested in the school and in the welfare of the students. Drinking and gambling among adults will be for the most part absent.

In contrast, a night game will require that students sit outside in a much colder, damper atmosphere. If it is an away-from-home game, many young people will be driving long distances late at night. Neither spectators nor players will want to retire at a reasonable hour, as they will have to get over the excitement of the game before rest will have any appeal.—ROBERT S. KENDIG in *Illinois Education*.

GUIDANCE INVENTORY

Individual-counseling checklist

By JOSEPH BURTON VASCHÉ

1. *Does the pupil's permanent record card show that all graduation requirements are being satisfactorily met?*

A tentative four-year course of individual study should be outlined by every freshman, subject to the approval of his parents, and used as his guide during his entire high-school course.

2. *Which curriculum is the pupil following?*

Is he pursuing the outlined curriculum of his choice, taking courses in suggested order? Before he is permitted variations, the pupil should have definite reasons for changes, supported by parental consent.

3. *What are the post high-school plans of the pupil?*

Have you discussed various possibilities with him? What factors have influenced his choices?

4. *If the pupil plans to attend a junior college, a four-year college, a university, or a trade school, has his high-school program been pointed definitely toward such college entrance?*

The only way to be certain is to match his permanent record with existing college-entrance requirements.

5. *If the pupil plans to enter a vocation*

immediately after graduation, what specific arrangements has he made for preparing himself for, and definitely obtaining, employment?

It might be necessary for you to assist him in surveying possible fields of employment, and it is essential that you guide him in the formulation of exact concepts concerning the demands of, and the training required for, the occupation in which he is interested.

6. *Are the pupil's grades in various courses high enough to warrant the conclusion that he is working with purposes in mind?*

Analysis of the pupil's scholarship record reveals his level of understanding of the values to be realized from the various curricular experiences that are provided by the school.

7. *Does the pupil's record reveal frequent tardiness and frequent absence?*

Every effort needs to be expended to determine causes of poor attendance, and to bring about their correction. Various health, home, and school maladjustments may be contributing causes.

8. *In what school activities has the pupil taken an active part?*

A broad activity-participation record reflects a well-rounded individual, one who is realizing maximum gain from his high-school attendance. Some young people, although interested in activities, hesitate to pursue them and may need encouragement.

9. *Does the pupil seem generally satisfied with what high school has to offer?*

Many students sincerely believe that they have not been given a fair chance in high school. Make every attempt to lead each pupil to the realization that the school is

EDITOR'S NOTE: "This brief inventory," writes Mr. Vasché, "holds a lot of possibilities for the high-school teacher or counselor who is faced with the business of planning programs and evaluating the performances of a large number of pupils." Mr. Vasché is director of curriculum of Placer County, Cal., Schools, and dean of special instruction of Placer College, Auburn, Cal.

dedicated solely to his, and to all youth's, welfare. Opinions and suggestions can be solicited in frequent, informal discussions with students.

10. *Have all facts been clearly and honestly presented to the individual pupil for use in making his final definite decisions?*

Every situation in the life of the student must be faced, and such counsel provided as applies to his particular case. LET THE PERSONAL TOUCH DOMINATE ALL COUNSELING INTERVIEWS, with the ultimate happiness and well-being of the youngster the issue at stake.



FINDINGS

FEEBLE-MINDED: A special curriculum and special teaching methods for a 3-year period resulted in a mean gain of 40.7 IQ points for a group of 254 feeble-minded boys and girls, states Bernardine G. Schmidt in *School and Society*. When the experiment was begun the children were 12 to 14 years old, and had IQ's of from 27 to 69. After the 3-year in-school period, evaluation of the pupils was continued over a 5-year post-school period. At the end of the 8 years, about 60 per cent of the pupils were classifiable as low or high normals, and only about 7 per cent were still feeble-minded. At the close of the study, 27 per cent had completed a 4-year high-school course. About 83 per cent were regularly employed—almost one-third in skilled occupations and another third in clerical positions.

BOARDS: Are school boards reactionary? Not according to a study of the school-board minutes of 12 cities of more than 25,000 population in Utah, Idaho, Washington, Oregon, and California, as reported by Roald F. Campbell in *Phi Delta Kappan*. Mr. Campbell developed a list of 15 issues of social significance on which school boards often have to vote. The list was approved by a 10-man jury of educators. He then spent about 3 days in each of the cities, studying school-board minutes for the decade of 1931-40. During that time the 12 boards had made 3,175 legislative decisions on the 15 issues.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Of that number, 91.7% were affirmative (or liberal) and 8.3% were negative (or reactionary). Of the 16,752 individual votes involved, 15,264 were in the affirmative and 1,488 (less than 10%) were negative. A few of the 15 issues used as criteria were: extension and broadening of the school program involving increased expenditures; school resistance to pressures from organized groups; elimination of pupil fees and provision of free textbooks; teacher welfare; and provision for teacher participation in administration.

TEXTBOOK COSTS: In Indiana, some school systems have pupils buy their own textbooks, some rent the texts to pupils, and others provide free textbooks, says Samuel Negley in *Indiana Teacher*. Data are available on comparative costs of the three methods from elementary school systems enrolling 68 per cent of the State's public elementary-school pupils. Where pupils buy their own books, the average annual cost is \$4.41 per pupil. Under the rental system the average cost is \$1.90. Where free texts are provided, the cost drops to \$1.82.

DROP-OUTS: Of 119 former pupils of three Kansas City, Mo., high schools who had dropped out before graduation and who responded in a follow-up study, 80, or two-thirds, admitted a dislike of school, reports *The Kansas City Schools*. At what point in their schooling did this distaste arise? Of the 88 who had attended kindergarten, all but 1 had liked the experience. All of the 119 had liked the first and second grades. Of the 80 who formed a dislike for school, 25 per cent did so in the upper elementary grades, 5, 6, or 7; and 50 per cent formed that dislike in the first or second year of high school. The two main causes of distaste for school were the teachers and the studies. The leading subjects disliked were history, named 16 times, English, 12 times, and mathematics, 10 times.

"RELIANT"

Teacherless study rooms
at Mellon Junior High

STUDY GROUPS

By
WILLIAM C. LADERER, JR.

IN NOVEMBER of 1945 we organized two "reliant" study groups in the Andrew W. Mellon Junior High School. After they were in operation for a month and seemed, apparently, to be running along quite successfully, we organized nine additional ones.

The suggestion for the reliant study groups was made by one of our teachers who had observed a somewhat similar plan in operation in another school. The idea seemed to be worth trying in order to attempt to accomplish the following objectives:

1. To help the pupils learn to accept responsibility.
2. To offer more opportunities for leadership to the pupils.
3. To make possible another means of pupil self-regulation.

The chief characteristics of our present groups are:

1. A teacher is not present in the room although he is responsible for helping the pupils to organize the group. The group is made up of about thirty pupils. The five to ten most reliable pupils, according to the study-hall teacher's judgment, are sent to a room designated as the "reliant room" from the other study halls that meet that period. The schedules of these pupils are changed to show that they meet in the room

designated for the reliant-study group. They are sent there in exchange for other pupils not considered quite so reliable.

2. One pupil is selected, either by appointment or election, to take the roll.

3. Another pupil has charge of issuing permits to those who wish to go to the library, and also keeps a record of other destinations, such as the home-economics room, where some pupils may go.

4. A third boy or girl is designated to answer the intra-school telephone.

5. Alternates are also chosen for each of the three listed above.

6. Each group decides about certain regulations for itself. For instance, one group has decided that there should be no discussion of a problem—or any other matter—by two persons, even quietly, in the room. They must step into the corridor if they want to confer. Other groups permit conferences of three or four pupils at a time if they don't disturb the others.

7. The teacher originally in charge leaves the telephone number of his location, usually the student library or professional library, so that a pupil wanting his help or advice may call him.

8. Plans are made so that in case of a fire or fire drill the pupils can carry out their duties and leave the room and building just as if a teacher were present.

During each week there are 143 study groups meeting. If the enthusiasm of the pupils continues we shall organize up to possibly half this number into "reliant groups".

One of the advantages claimed by the pupils of one group is that the room is more

EDITOR'S NOTE: This article explains a plan for pupil-operated study rooms which was tried with such success in Mellon Junior High School, Mt. Lebanon, Pittsburgh, Pa., that the program has been expanded. Mr. Laderer is vice-principal of the school.

quiet than in their previous formal study hall. The youngsters are proud of the honor placed upon them by their selection as members of these groups. They are conscious of the added responsibility and feel a sense of duty to accept it to the best of their abilities.

Teachers' comments, too, seem to indicate that the groups are successful. The problems which the pupils meet in administering certain necessary functions, such as permitting a quota to go to the library, are of great value to them.

There are some considerations about this whole matter of study periods on which we invite comments. Normally, a seventh-grade pupil has one period each day for study. However, about 25 per cent of this grade have fewer than five study periods per week because they are in the band, orchestra, or chorus. Are five study periods a week desir-

able, or is that too many in an efficient program?

We have a somewhat similar condition in the eighth grade. There are five study periods each week for about 60 per cent of the pupils. The other 40 per cent have a smaller number of periods because these pupils are in musical groups.

In the ninth grade the number of study periods per pupil per week ranges from one to eight, depending upon the elective subjects chosen. The average number is four per week. We have set a ceiling of eight periods, thus requiring each pupil to elect at least one subject in addition to those required.

There is some question about the number of weekly study periods junior-high-school pupils should have. Opinions from CLEARING HOUSE readers are solicited on the practices considered to be best.



Effective Procedures in Teaching Slow Pupils

What special teaching procedures are advisable with classes of slow pupils?

1. Visualize your teaching as much as possible. The frequent use of movie films, film strips, charts, pictures, cartoons, slides, displays whenever and wherever possible will arouse interest, build picture ideas and thereby make the learning and teaching process more enjoyable and concrete.

2. I would recommend supervised study procedure as a preferred method in teaching these pupils.

3. Do not assign homework. Textbook work should be done in class under the active supervision of the teacher. The quality of their homework is so poor, the textbook such a mighty barrier, coming to class unprepared so frequent, that doing all work in the classroom is most advisable.

4. Permit the pupils to work with one another in class at their assigned tasks. The use of supervised study procedure enables this socialized procedure to function. The pupils will appreciate it very much because learning and teaching thereby become a cooperative experience. In addition, assign your brighter pupils as your student assistants to help

those small groups in the class who are in difficulty.

5. Make up a series of mimeographed sheets to substitute for the textbook whenever the textbook is too difficult on specific units of work. Special reports on these topics should be supplementary rather than a substitute for the actual reading by all pupils. They are very poor listeners and very poor note takers.

6. Vary your teaching procedures. Do not over-emphasize supervised study. Using the worksheets on the unit plan should take up, at a maximum, two and one half periods a week. Varied class procedures should include a current-events day, an unprepared day, movies, drawing of maps, charts and cartoons, composition writing, testing, and any other procedures that may seem advisable and in order at the appropriate times. Your socialized recitation periods need not necessarily cover the entire period. Use interesting stories to supplement your teaching, but do not make your teaching a process of "telling stories" each day. If you do, you will add to your difficulties rather than reduce them.—

DAVID J. LANE in *High Points*.

Learning how the schools stand with LOCAL GROUPS

By
O. H. HECKATHORNE

THE QUESTIONNAIRE described in this article was prepared in accordance with our philosophy of education and submitted to a group of fifty-four local civic, social, and fraternal organizations. They were requested to answer the various questions as they pertained to their individual organizations.

We thought that information gained in this way would be helpful to Beaver Falls school authorities in advancing the cause of the public schools in our city. Public groups might also be motivated towards an examination of their programs to the end that closer cooperation with the public schools would result. The writer has been asked on several occasions by representatives of interested groups to suggest ways in which they may be of use in promoting a harmonious and useful relationship with the public school.

The response to the questionnaire was less than fifty per cent, due to many causes other than indifference. Many interesting comments were received, indicating in most cases a desire to cooperate and in several cases an unusual interest in the purpose of the questionnaire and an eager desire to be helpful. Approximately five thousand persons had their attention directed to their

public schools in this work and, it is hoped, were stimulated in their thinking about the possibilities of a mutually helpful relationship.

The items of the questionnaire are here given in order, with brief summaries of the replies as they were given:

1. Name of organization
2. Name of person filling out questionnaire
3. Position of this person in the organization
4. Approximate membership
The organizations which replied had a total membership of 4,876. The average membership was 222.

5. Frequency of meetings
Two groups met weekly, 13 met monthly, 5 bi-monthly, and one met daily.

6. Average attendance at meetings
The total average attendance at meetings was 51.

7. Is the organization purely local—does it have state or national affiliation?
Only one group was local; five had state, and nineteen had national affiliation.

8. Does the organization, as an organization, have an interest in the local schools?
Representatives of 16 organizations answered this inquiry in the affirmative. Three expressed no interest and one expressed interest only in the parochial schools.

9. Does the organization have an interest in the education of children in general?
Nineteen indicated an interest, while only one denied having any interest in children.

10. Is the organization purely social in nature?
Three answered yes. Seventeen professed interest other than social.

EDITOR'S NOTE: *In the effort to gain more community support for education, it is well to know which local groups are your friends, which are indifferent toward education, and which are potential allies. A questionnaire which obtained such information for the Beaver Falls, Pa., Schools, is explained by Mr. Heckathorne, who is principal of the junior high school in Beaver Falls.*

11. What is the basic aim of the organization?

Very few answered this question. Most of those who did stated the chief aim to be Fraternal and Civic Welfare.

12. How would you class your organization as to the following groupings?

Six indicated their organizations to be Religious; eight stated Welfare to be the chief aim; one Economic; ten Civic; four Health; seven Service; five Fraternal; five Social; six Patriotic; two Industrial; one Educational. No organization admitted having any interests that might be termed Political. It will be noted that the idea of civic betterment prevailed in the greatest number of cases.

Will you be good enough to answer the following questions by drawing a circle around the answer (Yes, No) which best suits your organization?

A. Extent of organization's interest in schools

1. Does your organization conduct any training classes for young people?

Six organizations indicated that classes were conducted. Nineteen did not have any classes. Several of the nineteen expressed a desire to start such a movement in their organizations, while a few indicated their intention to start at once.

2. Is your organization interested in conducting such classes?

Eighteen claimed an interest but five stated that no interest exists.

3. Is your organization interested in school athletics?

Nine professed to have such an interest; three denied having any interest; and two were interested "indirectly".

4. Is your organization interested in the school band?

Twelve had such an interest while two did not.

5. Does your organization admit school teachers?

Sixteen admitted school teachers to membership. One did not, while one admitted only executives.

6. (Any other activity—kindly write in.)

An opportunity was here given for the insertion of any activity not already covered. But only one organization indicated an activity not covered by the previous questions.

B. Nature of educational program

1. Has your organization ever sponsored an essay contest?

Seven answered yes; twelve said no.

2. Has your organization ever enlisted the aid of school children in a community project?

Ten stated that school children had been so used. Seven had never made any such use of school children.

3. Has your organization ever sponsored a school assembly?

Six organizations have and thirteen have not. This query has special significance in that many of the thirteen who have not sponsored an assembly indicated a desire to initiate that activity. If this intention is carried out in most cases it will help to solve some of the assembly problems of our school.

4. Has your organization ever given an award for athletic progress?

Five have, while thirteen said they had never given such an award.

5. Has your organization ever given an award for scholastic excellence?

Eight answered in the affirmative and ten said they had not.

6. Has your organization ever given an award for all-around student excellence?

Seven answered yes; thirteen said no.

7. Has your organization ever made a gift to the school in the form of a fine picture, a musical instrument, or a needed piece of equipment?

Nine organizations have made such a gift while eight have not.

8. Would your organization be interested in supporting a campaign to better the

school program through increased finances, even though such a program might call for higher taxes?

The answers to this question were very interesting. Generally speaking, those organizations which were interested in promoting the public schools in every worthy project in such a manner as to better the opportunities for Beaver Falls children were in favor of general improvement even though it might involve an increase of taxes.

The organizations whose membership might be presumed to be composed of the well to do or wealthy were prone to ignore this question or to give qualified answers. However, twelve stated unequivocally that they were in favor of improvement even to the extent of paying higher taxes. Only one group said no and one declined to answer without polling its members.

The organizations usually most vocal in demanding greatest results steered clear of this question, as did those whose members were of an age that would indicate that their children, if any, were graduates of our public-school system.

9. Has your organization ever asked students from the schools to visit as guests or entertainers?

To this question fifteen answered yes, and three said no. The replies indicated a willingness to make greater use of pupils and teachers, thus broadening the field of coordination and usefulness of schools and public.

10. Has your organization an educational program of its own in one of the following fields?

- a. Six indicated an educational program in patriotism.
- b. Five provided training in religion.
- c. Nine had training courses in community service.
- d. Two provided for organization apprenticeship.
- e. Ten were concerned in training for civic betterment.

f. Ten were engaged in training for war-time service.

g. Few volunteered any other field in which they promoted an educational program. Scattered replies indicated physical education, health, vocational, etc.

11. Does your organization provide scholarships?

Five local organizations with state and national affiliations do provide scholarships. Thirteen groups, mainly local in membership, do not.

12. Does your organization contribute directly to the support of the local library?

Three organizations do contribute directly, while fourteen do not, although many of the latter indicated individual membership support.

13. What contributions, if any, have been made by your members, or organization, to the recreational program?

This was no doubt a difficult question to answer for reasons other than the fact that our recreation program has been rather recently inaugurated. As it is, four indicated that contributions had been made, and one had contributed to parochial recreation only.

C. Following are desirable aims for an educational program. They are, in the main, the objectives of our school program. Will you place a circle around the numbers of the objectives in which your organization seems most interested? If your group has an educational program, will you put a square around the number of the objective it best encourages? It may be necessary to put a square around a circle.

1. Health. Ten groups encircled this aim and five placed a square in addition.

2. Command of fundamental processes. Two indicated their interest with a circle.

3. Worthy home membership. Four encircled this aim and one placed a square around the circle.

4. Ethical character. *Four groups circled this item and one indicated their program with a square.*

5. Worthy use of leisure time. *Seven were interested in this aim, and those provide their own programs.*

6. Vocational training. *Two organizations marked their interest with a circle and also enclosed the circle inside a square.*

7. Citizenship. *This worthy aim was second only to health in drawing the interest of the groups. Nine have a special interest in the objective and two provide a training program within their groups.*

D. Has your organization ever cooperated with another group in a youth project? If it has, would you kindly list the organizations and the nature of the program?

There was little response to this inquiry, possibly due to the exclusive or independent nature of the club activities. Three groups indicated cooperation and four none.

1. Relationship between your program and public-school program.

Here again there were few replies, due possibly in part to a misunderstanding of the question. No group indicated any relationship. Seven professed to have none.

2. Does your organization, in its education program, place any premium on training received in public schools?

This inquiry was not generally answered, since very few organizations have what might be called an educational program. Four said they did value highly the training received in the public schools, and two answered no.

3. Do you provide for any training in citizenship or is your program specifically vocational?

The replies indicate a lack of understanding of what was wanted in the nature of a reply. Only two answered yes, and two replied no to this question.

We hope that consideration of the items of this questionnaire may have the effect of making the membership of local organizations "school conscious". That interest, once aroused and properly extended, could result in support for a general movement of expansion and improvement of personnel and facilities. There is already some evidence that certain organizations have been made aware of the possibilities of inter-club coordination that will supplement the work of the public schools in promoting expanding opportunities for Beaver Falls youth.



Slight Error

By H. E. JONES

Martha, a freshman in high school, where I am new as principal, had been absent for several days. Upon inquiry I found that there was no good reason for her continued absence and notified her mother to bring the girl in to see me.

One afternoon soon after, the mother and daughter appeared.

The mother said, "Martha is running around with her cousin who quit school and who is a bad influence on her. I want her to come to school. Her father wants her to come to school, but she will not listen to either of us."

Meanwhile the girl sat quietly, apparently sullen and rebellious.

Turning to the girl I asked kindly, "Can't you see your parents want you to come to school and we want to help you secure an education?"

No response.

Then pointedly I said, "You be in school Monday morning or I shall send the truant officer after you. Now young lady, what do you have to say for yourself?"

"Mr. Jones," the girl replied, "I think there is some mistake here. You see, I'm married and—"

She paused nervously. When I started to speak she hurriedly completed her sentence.

"It's my younger sister we're trying to get into school!"

GUIDANCE is PEOPLE

An outrage in 3 dialogues

By WILLIAM M. LAMERS

GUIDANCE—ANY KIND—isn't books, outlines, preambles, statistics, offices. It's people. The guide on one end of the log. The guided on the other.

The following dialogues never did, never could happen. They are intended to indicate a few of the many types of persons who fortunately nowhere have entered the field of guidance. They should awaken in the rare person who reads beyond the first lines a deep sense of gratitude for the fact that they *are* fictional.

DIALOGUE I

The scene is the guidance office of Sweet Bay Senior High. The office is filled to suffocation with ferns and Mr. McSnorgle, whose favorite problem is the cubit of the orbit. McSnorgle's false dentures lie on the table next to his heels. He has assumed the posture and fact of sleep when young Head enters.

Head (Discreetly clearing his throat):
Ahem.

McSnorgle (Sliding up in the chair): Blub.

Head: You had better put them in.

McSnorgle: There . . . Now, sir, what do you mean by intruding on me in this manner?

Head: Mr. McSnorgle, I'm one of your ad-

visees. My name is Head, Harry Head.

McSnorgle: Humph, Harry Head. And pray what was your father's name?

Head: Cecil, but the boys always called him Fat.

McSnorgle (Snorting): Fat Head! Well, what do you want? Don't sit down. I didn't ask you to. Now, what do you want? Be quick.

Head: Well, I got some bad marks on my last report card.

McSnorgle: Yes, I have the record here. It's positively disgraceful. Have you any brains? A "D" in social science. Why, anybody with a brain can get an "A" in social science without any trouble.

Head: I tried hard but the teacher didn't like me.

McSnorgle: That's a likely story. I dare say, sir, that you never even looked at your textbook. Did you?

Head: Yes sir.

McSnorgle: I don't believe it.

Head (A little hotly): I can prove it. (Sits)

McSnorgle: I wouldn't believe it even if you did prove it—No, remain standing, please.

Head: I was sick too.

McSnorgle: A likely story.

Head: I've got the records of the student health service to prove I was sick.

McSnorgle: You were shamming.

Head: I was not shamming.

McSnorgle: Would you call me a liar? I've a mind to have you expelled from school. Do you hear?

Head: But Mr. McSnorgle, I want advice.

McSnorgle: And I'll give you advice. Get out of here and don't come back again

EDITOR'S NOTE: Mr. Lamers wants us to make it clear that in these sketches "any resemblance to any persons living or dead is purely coincidental, and libellous to the guidance profession to boot." Mr. Lamers is assistant superintendent of schools in Milwaukee, Wis.

with disgraceful marks like these. What do you think this is, an institution for morons? Now get out! I've got work to do.

(The door slams. A moment of silence. Then snores.)

DIALOGUE II

McSquish is a dainty man with watery blue eyes. He prides himself on his jellies. Just now he is gracefully pruning his sweet geranium with a manicure scissors. When McSquish is alone he punctuates his thinking with an occasional approving "hm". Enter Dan Dolittle.

McSquish: How do you do. How do you do. Sit down, pray, Yes. Yes. And what can I do for you? Hm?

Dolittle: Mr. McSquish, I'm John Dolittle, one of—

McSquish: Dolittle, indeed. Curious name. I knew a man by the name of Dolittle once. Went insane. Most curious case, don't you know. He had a wen on his face. Are you bothered with wens?

Dolittle: No, but I've come to see you—

McSquish: And I'm truly happy to see you. I always say to Mrs. McSquish that one of the compensations for our work is the chance we get to meet young people. It keeps us young. I'm forty-seven years old now and I'm sure I don't look a day over forty-five. Do you think so?

Dolittle: No, but . . .

McSquish: It all depends on the way you take care of yourself. Now I drink two cups of cold water every morning on rising—cold water, mind you.

Dolittle: Mr. McSquish, I need some advice.

McSquish: Yes, yes, indeed, most young people need advice. I always tell Mrs. McSquish that when you're young enough to take it you're not old enough to follow it and when you're old enough to follow it you're not young enough to take it. I philosophize a great deal, you know—a great deal.

Not that I want to talk about myself or my affairs—

Dolittle: Well, I really—

McSquish: Sit down, sit down. I'm very busy, of course, but never too busy to help a student out—although I tell you frankly, Mr.—Mr.—Mr. Peabody—

Dolittle: Dolittle!

McSquish: Dolittle. Of course. Did I ever tell you about the man named Dolittle who had wens?

Dolittle (Wearily): You just finished telling me.

McSquish (Expansively): So I did. Now to get back to the ingratitude of students. Why, would you believe it, last year one of my advisees came to see me and I gave him five hours of my time at one sitting and he never came back. Could you believe it?

Dolittle (With a sigh): Yes, I'm afraid I could.

McSquish: No, don't go. Oh dear, oh dear. (The door slams after Dolittle.) Well, of all things. Hm. This generation of young people is so impetuous. Hm.

DIALOGUE III

We now turn to the disorderly office of Michael McStone, principal of Duck Creek High School. McStone has been so busy swatting flies that he has failed to hear the timid throat clearing of George Klink.

Klink (Nervously): Good morning, Mr. McStone, could I see you for a minute? (Fifteen seconds of total silence)

McStone (In a menacing tone): Well, what do you want?

Klink: I'm George Klink, one of your advisees, Mr. McStone.

McStone (Detachedly): Is that so? Well, come and see me again some time.

Klink: But Mr. McStone, I need some advice now.

McStone (With no show of interest): Is that so?

Klink: Yes, you see I got a chance to get a job. Well, it's a long story.

McStone: I can't bother with it this morning. I'm very busy.

Klink: When will you have more time, Mr. McStone?

McStone: I don't know. I'm always busy.

Klink: Would this afternoon be better?

McStone: No.

Klink: Well, I don't know what to do in the matter, Mr. McStone.

McStone: Just a moment, please, while I make a further mental note. (A moment's pause) What are you selling?

Klink: I'm not selling anything! I'm George Klink, one of your advisees.

McStone (Interrupting): Yes, yes, I see. Come to the point, please. I'm very busy, as you may have observed.

Klink (Talking very fast. He is afraid of

being interrupted): I carried a straight "b" average last semester. I'm editor of the *Scroll*.

McStone: What?

Klink: I said I'm editor of the *Scroll*.

McStone: Oh. Well, don't take up my time. (He is poised to swat a bottle fly. He swats it.)

Klink: Now I have a chance to work Saturdays—

McStone: Drat these flies.

Klink: —and I want to know if you think I should—

McStone: No.

Klink: Well, I thought, perhaps.

McStone: You didn't think. You imagined that you thought. Seniors do not think. Good morning.



A Teacher Tells a Rotary Club

(The following excerpt is from a frank talk given by the author, an English teacher of Drew, Miss., High School, before the local Rotary Club—CH Ed.)

Let me give you some actual figures. My base salary is \$140 per month, for 9 months in the year. By the time retirement and income tax are deducted my check is for \$113. Take out \$35 for board and \$7 for cafeteria and I have \$71.

Five dollars for beauty parlor (and that doesn't include a manicure, for I keep my own nails), \$10 average cleaning bill, \$10 for the one trip home each month which I'm allowed legally (I shan't deduct for the extra ones), \$5 for regular incidentals leave \$41 left every month after my *regular debts* are canceled.

And now let me give you just a brief idea of what that \$369 per year has to cover in relatively accurate figures. A woman's suit, not an expensive suit, just a very nice looking one, costs \$50; just one pair of shoes averages \$10; one slip costs \$4; stockings average \$1.25 a pair; a good warm school coat costs \$50 at the least; a dress coat, not a fur coat, costs about \$100; sweaters, even when you knit your own as I do, cost about \$5; skirts, even when you make them yourself, as I do, cost about \$5; hats \$10-\$15. Then you have to buy something extra every once in a while, like luggage—\$125.

What if I were trying to pay back a debt for college? What if I couldn't live with my family all summer? What if I hadn't a little money from in-

herited property to go to school on? And do you think I can have any sort of pride in the knowledge that even now at the age of 23 I'm still not a self-supporting individual? . . .

Mr. James has asked, not demanded, that we stay here in Drew three week-ends out of four each month. He feels that you as a community have a right to that much of our time. But we have our side of it. Living as close to our homes as most of us do, we feel that we owe our parents one week-end a month. Someday it may be impossible to spend that much time with them. So there goes the one week-end allotted us.

What can we do about the football season and the games? Nobody loves a football game any more than I. And what do we do when the current man in our lives (and most of the single teachers will have at least one) comes home or we want to visit in his home? What if our best friend gets married (and everybody's best friends are doing that these days)? What if our sister has a new baby and we want to go see our namesake? Oh, there are a thousand reasons for leaving—good reasons, not just foolish ones—and when you miss us from church, we may be contributing somewhere else.

Most important of all, just don't lose sight of the fact that we're normal young women who want to live normal, healthful, intelligent, satisfying lives; and do our best to teach your children to do the same.—CILE BUFKIN in *The Mississippi Educational Advance*.

Try This Letter on Some of YOUR PUPILS

By
THOMAS K. WENRICK

ANY TEACHER with a few years' experience will tell you that one of the rewards in this work is the satisfaction derived from the success of former pupils. These successes are brought to our attention more readily than the failures of those who were not well prepared. If we take pride in the achievement of a pupil who was receptive to our teaching, what should be our reaction to the failure of one who would not listen?

For the failure of some of them the conscientious teacher may experience a feeling of guilt. For the failure of others there need be no feeling of remorse. Now and then comes testimony directly from the pupil himself, assuming full responsibility. Recently we posted a striking example throughout our school in the hope that, in all its illiterate candor, it might serve as an object lesson to others in the school.

Fictitious initials were substituted for the signature, but grammatical errors were copied literally. It may be noted that the name of the principal, to whom the letter was addressed, has four different spellings, none of them correct. The spirit of the letter is such that one might hope the writer will exert a mighty effort to over-

come his deficiencies, now that they are recognized.

This introductory statement accompanied the letter when it was posted on the bulletin boards of the school:

"The following letter from a former pupil in our school should speak louder and more effectively than any of your teachers to those of you who have not caught the vision of the importance of this school, of these classes, and of today's lesson in your own personal life. Read it, and THINK."

"Dear Mr. Wentrak

Well Mr Wendtak I gess it is all happened know. Im in the Air Force and boy What A racett. Yeah A racett for A dog onely. And I do mean A dog. But to lay all the Kidden Aside Im goin to ask you to forgive me. For the way I accted in school. Beacuse I reallize know if I would have payed Attention I could have been a Ploit or a Bombarder. That is if Id have completed 2 years of high school. But being I told them I had onely wiht to the seventh graid. I could onely get a gunner. But that isn't bad. But it could be better. Will you take and apploidge to my teachters for me. And pleas Mr. Windreak Don't laugh at me for Apploige. But it is onely that I maid a mistake but I knew it so I feled I should ask you to forgive me. My address is on the other sheet. Ask the teachers that Id had in school to write.

Well Mr. Wendrick it is time to start

EDITOR'S NOTE: *One of Mr. Wenrick's former pupils who apparently had wasted most of his years in school wrote a repentant and quite illiterate letter to him. Mr. Wenrick, who is principal of McKinley Junior High School, Middletown, Ohio, posted copies of the letter on the school's bulletin boards as a sober warning to other laggards.*

class again in Medict. So I guess Ill close as for know. Because I dont want to be a fool more than once. Answer soon.

Yours Siencer
S.A."

As teachers let us pray for the ability to recognize and use every means in our power to drive home to our pupils while they are yet our pupils the appalling price they may expect to pay for the privilege of being ignorant.



Recently They Said:

Janitor-less Housekeeping

With the present shortage of janitors, house-keeping has in many schools become a problem which is definitely a teacher one. Your housekeeping is quite as important as your posture or your grooming these days. . .

The following list of monitors, varied to fit the individual classroom, can help you keep things in order, with no burden on any one: dusters; flower monitors; book case monitors; cupboard mnitors; paper monitors; cloakroom monitors; basket monitor (to pass basket, pick up any scraps near the basket, etc.); pen and pencil monitors; row checkers (to see that each row is in order).—HENRIETTA HOLLAND in *Sierra Educational News*.

Labor in the Classroom

About 30% to 40% of our pupils, and more seniors than freshmen, subscribed to the statement that "Labor unions should be abolished."

This is one of the findings of the thorough and scholarly investigation by Louis Schuker of Long Island City High School. It is not enough that "the labor movement is an integral part of our curriculum in European History, American History and Economics." Our social-science teachers should bring into the classroom the actual materials gotten out by labor unions: pamphlets, leaflets, etc. They should insist upon textbooks which give an adequate, unbiased account of the achievements of organized labor in winning higher standards of living, better education and greater social security. They should teach their students the sacrifices organized labor has made for the war effort.

Visits by students to labor union halls, where they can see the unions functioning, should be encouraged. Prominent labor union leaders should be invited to speak at school functions. This will go a long way towards breaking down prejudices acquired by our students from anti-labor newspapers, movies, and radio.—Editorial in *New York Teacher News*.

Room for Conservation

How is it possible to inculcate adequate conservation education into an already overcrowded school curriculum? When teachers become fully aware of the need a way will be found.

In Indiana, as in many other states, the study of conservation of our national resources is being introduced into various fields of subject matter which are a part of the existing school curriculum. Biology, general science, botany, zoology, agriculture, geography, vocations, American history, and economics are areas which may justifiably devote a portion of time to various phases of conservation.—HOWARD MICHAUD in *The Indiana Teacher*.

At the Same Old Stand

The writers, who have visited more than 200 classrooms in the past two years, believe that the critical visitor would be disappointed. He would conclude that the attempted memorizing of subject-matter of textbooks is still the prime learning method. He would conclude that acceptance of what the book or the teacher says is far more common than is a questioning attitude. Compliance, docility, and the unquestioning acceptance of the authority of books seem to be traits commonly promoted by typical classroom procedures. He would conclude that Mark Hopkins' common question to students, "What do you think?" would not be frequently heard in the majority of our classrooms.

This unintelligent memorizing of prescribed subject-matter not only violates our objective of developing the thinking citizen, but it also fails to develop a background of usable facts. The psychological reason for this is quite clear. Sidney Pressey puts it this way: "Other things being equal, material will be remembered in proportion as it is . . . made significant to the learner. That a great deal of subject matter is so rapidly forgotten is thus a tart comment on its value to the pupil."—EDGAR DALE and LOUIS RATHS in *Educational Research Bulletin*.

LET'S *Speak* SPANISH!

"The beginning should be by sounds"

By RITA GREEN CANNELL

THERE ISN'T the least doubt about the basic soundness and significance of the great wave of interest in learning to *speak* Spanish that is sweeping over the country. It is one of the leading factors in our Good Neighbor policy.

The next thing, and here is where we hit a snag, is *how* are we going about this learning to *speak* Spanish? We almost give up before we try when we look at a disgruntled heap of ex-enthusiasts: The man who bought six books and got lost in all six; the girl who, in a conversational course, had memorized a lot of sentences and never found mates to any of them; the boy who could conjugate the regular verbs and some of the more difficult irregular ones—the whole forlorn group shouting "no more foreign language for *me*!" It wasn't the foreign language, but what had been done to it.

People will study a language with enthusiasm and be eager to go on, if they are started right. And that beginning should be by *sounds*.

"Que tal, amigo!" you say, and the man from Mexico smiles, says, "Asi, asi." A group of sounds and you understand each other! Silly way to start a language—too simple? Indeed not, just the logical way. Making a simple thing complex has never meant great

teaching, but the other way around.

So train the *ear* first—get it used to *Spanish sounds*. This set of *sounds* means "Good morning", that set "How was your trip?" Nothing about words, neither their English translation nor how they are spelled. When you start with sounds, you can understand and talk with the native. Right there you have proof that your efforts and study get *results*, and there is no better incentive to spur one on than that.

This method of beginning a language was used in 1930, when Mr. E. W. Montgomery, Superintendent of Phoenix High Schools, Phoenix, Arizona, saw that radio could offer a valuable service for home study, and with Station KTAR (NBC) giving the time, started a course in Spanish, among the very first such efforts for education by radio. That course and the instructor have lasted for fifteen consecutive years.

Something more than just the desire of the public for instruction has held and broadened this program year after year. They would have tuned in, and tuned out, the program would have died, and constant new efforts would have been started, had they not found something in this one that held them. That something was the fact that from the very beginning, they *used* what they learned.

During the war the material was slanted to help those working on ration boards where Mexicans had to be interviewed. Mining engineers, doctors in mining camps where Mexicans were employed, business men in towns on the border, all were pleased with the way they had acquired enough Spanish to aid them in their work.

They were taught to *think* in Spanish,

EDITOR'S NOTE: Mrs. Cannell offers some ideas on teaching Spanish which she has found effective in her classes at Phoenix, Ariz., High School. She also teaches Spanish on the radio and her course has been on the air over a Phoenix radio station for fifteen consecutive years.

and that was done by going *directly* from the *object* to its *Spanish sound*.

According to an article in *The Atlantic Monthly* of June 1944, Yale University is now teaching beginning language students by the *sounds* first, training the ear, then the eye.

As soon as the mind, upon hearing the Spanish sounds, formed a picture of *objects* and *actions*, the students were over the worst hump in their language study. Then they were ready to read and write Spanish. They realized as they read, that the sounds came to mind, that these words were merely symbols for them. If they had started reading first, they would have been limping along, far from their goal of *speaking* Spanish. Starting by sounds, first, the reading was quickly acquired. Mix sulphuric acid with water, you get one result; take water and add sulphuric acid, just a change of what comes first, and you get another. The order of doing a thing is important in languages, too.

Another useful point was the striking out of any *imaginary* material. When learning the words for aunt, uncle, brother, etc., they used them in connection with the names of true members of their own families. If they lacked an aunt, brother, etc., they said "I do not have an aunt," or brother, or whatever they lacked. This dealing in *actual facts* concerning the students themselves was adhered to strictly in every bit of work.

The numbers were taught by counting money, books, plates, etc. Colors, things large or small, pretty or ugly, things they

liked or disliked, things they did in work or play: all these taught them verbs, adverbs and adjectives. All were handled from the *live* angle, as we termed this doing away with imaginary material. It paid big dividends in their progress, in their permanent hold on the work they had covered. And certainly it paid in their interest, which is necessary in any pursuit, if it is to be successful.

As they advanced they were ready and did go into the grammar, the why and wherefore of structure. It was easy then, not because it demanded no effort—nothing begets exactly nothing in anything—but easy because the ground had been prepared. They were simply learning rules about material they *already* knew.

They sprinkled their conversation with some of the picturesque figures of speech that Spanish has—the "*Caramba!*" of surprise and anger, the "*Ay, valgame Dios!*" when perplexed. Their Spanish became a live thing, expressive of *their* thoughts and feelings, and not a storage of moth-eaten stuff that would bore even them. If they raised their shoulders when they said, "*Quien sabe?*"—well, they were indeed on their way to Spanish!

Simple as they may seem, these two facts, beginning with sounds, and adapting the material to factual things in the lives of the students, made all the difference in the world in their ability to *speak* Spanish.

Let's try this way, and help the Good Neighbor policy along by learning to *speak* Spanish.



Compensation

By GRACE B. MORTENSEN

"The real pay in teaching," my education profs would say,
"Is not in the actual money, but the good you do each day.
In little souls uplifted, you'll find your daily pay."

But what I'd like to know is, how in the . . . do you eat that way?

Pupils' Common Interests Help School's Intercultural Efforts

By ANNA MAY JONES

WOULD ANYONE like to visit the community music school, see about getting lessons at a low rate, and learn to play some musical instrument?" announced the assembly leader in the school.

Of course the pupils wanted to go. They brought written requests from their parents to be excused at 2:30 to go to the music center, where the guidance counselor met them. The group of enthusiasts started out, not as Catholic, Protestant, Jewish, Colored, Spanish, Puerto Rican or Chinese boys, but as boys with a common interest which transcended all minor differences in race, color or religion.

The master was waiting for the group. He had been warned that they were "live wires" and needed a well-planned program of orientation; otherwise they would be bored and perhaps skip out of the studio. They liked the quick peek into the various practice rooms while lessons were going on, a discussion on composition and drawing the treble clef, the metronome that seemed to them to go "tick-tock", a demonstration on the piano for timing, a blow into the trumpet (and each had to have a trial), and a bit of fingering on the clarinet.

All the while they were building visions through their eagerness—some day maybe this very group would become a school orchestra. "I'm going to learn to play the

trumpet," John decided. "And I'll play the piano for you," Tony forecast. Don offered to learn to accompany Angelo, who wanted to start the clarinet.

But first they wanted to do what the master advised, to learn to read music and to produce good tones. Then they could produce harmony, individually, and aim to harmonize together in an orchestra—this very group, some day.

They are to each other the boy who is starting the trumpet, clarinet, piano or drums. That's what they like about each other. The school stands by to keep the boys' vision high and real. The master in the studio also caught their zeal and hope, and parents are finding means to pay for the lessons because some day they will play in harmony—together, in the New York School of Music and Junior High School 83, Manhattan.

"Would anyone like to visit the Good Neighborhood Federation?" the grade adviser asked. After such an interesting talk and demonstration as were given in the assembly by the director, Dr. Leroy Bowman, there were a number of boys who wanted to visit. An inter-racial group went from the basement to the top floor of the Federation to see the many activities open to them.

Could they learn to cook there, to do woodwork, tumble, and play basketball? Of course they could, and even learn to cook before they go to camp next summer. In one club room little children of kindergarten age were playing together with no sense of distinction. In such a place they may keep that sense of friendliness always genuine as they grow older. When the visit through the Federation was completed the

EDITOR'S NOTE: Miss Jones directs the guidance program of Galvani Junior High School of New York City. The school encourages the pupils to become familiar with the recreational facilities of the neighborhood as a phase of the leisure-time education program.

pupils were to each other only boys interested in cooking for camp, in clay modeling, in carpentry, and in sports.

Through such appealing activities these junior-high-school boys learn to think of each other as persons. There's the fellow who gets a lot of balls in the basket, the one who made the green mask, the boy who plays the accordion, the one who plays Chopin on the piano, and the big boy who is good in dramatics. The recognition of such interests and skills makes them "peo-

ple"—not individuals of a "different" race, or creed, or color.

Close cooperation of principal, assistant principal, grade adviser, teacher, and parent bring satisfying returns in personal adjustment and human relationships when trips such as the eight arranged this term by Junior High School 83 in Manhattan are carefully planned by the school and the receiving agency. Through such cooperation pupils learn to recognize and respect the interests of others.

It's Fun to Teach in a Night School for the Foreign Born

By HARRY H. RICHMAN

MANY YARNS have been spun about evening schools for foreign-born—many of them humorous, some of them grossly exaggerated. From the vantage point of teacher and principal of just such a school for the past sixteen years, I can say one thing that has thus far been overlooked. Every high-school or junior-high-school teacher who has tried teaching in such a school has had one of the real soul-satisfying experiences in the field of education.

Teaching English on any of these rudimentary levels, or training a class of aliens for the naturalization process, is hard, taxing work. But the respect, the appreciation, the affection and esteem which the students show—their thirst for every crumb of knowledge, and their obvious joy at each and

every little success—is balm indeed for a teacher who spends his days dragging reluctant little dragons to fountains of learning from which they refuse to drink.

If you like people, a night school is a real "Human Comedy". In our classes are men and women of 17 different nationalities, from four continents, varying in age from 17 to 70. They bring to the class a rich color tapestry of backgrounds, traditions and folklore from distant places.

Do you like fun? There's a laugh a minute in every class—always good naturedly indulged in and accepted by all. Take the women who insisted on confusing "kitchen" and "chicken". The complications were uproarious. They kid each other about age, weight, and pronunciations, and they love it!

Of course it isn't all "beer and skittles", for there are with us always the poor, inept, "lame ducks", who try and work, but just don't get anywhere. One old Italian spent all of last year, laboriously, grimly, learning to write his name and address. How that big, gnarled hand worked to make the

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EDITOR'S NOTE: *Mr. Richman became a teacher in George Washington Night School, Elizabeth, N.J., sixteen years ago, and is now principal of the school. In the daytime, he is guidance director of Lafayette Junior School in the same city.*

simple lines, so easily written by teacher. A year of school, through all weathers, and now at last he barely makes that name legible. But what a light of triumph in his eyes at so great an achievement!

A visitor asked me one night, "Don't you have homogeneous grouping?" She had noticed that one teacher had five separate groups in one class. We strive mightily to get as much homogeneity as possible, but in such a school it must be very crude grouping.

If we were to start 10 people, all equally illiterate in one class where they were homogeneous, within three weeks there would be at least 3 to 4 different levels of speed and achievement. Different background, training, intelligence, physical capacity, etc., would soon create what we all have sooner or later—a three or four, or more, level class.

This calls for high-caliber, strenuous teaching, but most teachers just can't let these wonderful folks down, and they rise

to the need. The teacher who does "soldier" on the job soon finds himself classless. These pupils don't complain—but they won't tolerate a "phony". And the correlation between good teaching and steady attendance is very very high indeed.

Not only have we built good Americans in these schools, but we have trained some of the finest teachers. During those lean years when teaching jobs were few and applicants many, these night-school jobs were manned by substitutes. The superb training, the sensitive "feel" for education which these young teachers absorbed here, gave them a very solid foundation indeed. Every one who went on into regular day-school teaching made an outstanding success. There were no exceptions.

To any teacher who wants to do a worthwhile job, and gain in ability and perhaps refresh a once enthusiastic but now jaded feeling towards education, I recommend a year or two in such a night school.

School Paper Takes the Initiative in Creating Special Services

By M. D. CROMER

SERVING AND creating new services for school and community readers provides the stimulation necessary to keep a school-paper staff's morale high, and places the paper and its services in a favorable light to its readers. It is good publicity and it is educationally sound.

The Booster, the weekly publication of the Pittsburg Senior High School in Pitts-

burg, Kansas, has a staff of fourteen members—all girls. The staff had no previous experience or training before taking over their task. About half of the actual writing, editing, and make-up is done outside the regular one period a day set aside for the class.

When one begins looking for services to perform, it soon becomes evident that the major problem is not to find something to do but to choose the best from the many clamoring for attention. Some of the projects attempted and successfully completed by the *Booster* staff will be discussed briefly.

Each year school organizations have had

EDITOR'S NOTE: Mr. Cromer teaches in Pittsburg, Kan., Senior High School, and is faculty adviser of *The Booster*, the school paper.

to scratch around for program talent. To aid in this program, the staff sponsored a Talent Variety Show, consisting of twenty-four acts and lasting almost two hours. Each participant was given a prize paid for by the staff through trading ad space for merchandise. Merchants were asked for gifts priced at twice the cost of the ad taken. The stores providing the prizes were mentioned, as each was awarded through drawing at the end of each number.

Thirty-five or forty dollars worth of prizes were obtained in this way. Over a thousand people packed the school auditorium for the free event. The school knows who can do what now.

Thinking high-school students are interested in ways to make a living, the *Booster* staff made a survey of the occupational interests of pupils in school, classified the results, and conducted weekly interviews with successful people in the fields most

popular with the paper's young readers.

Many persons read a given book because some friend recommended it. Taking this as a suggestion, the staff discontinued straight book reviews for interviews with pupils who have read particular books. The reporter plays up the student's reactions to the book.

As a service to the school and the community, a reporter interviews the city health officer every two weeks, showing the state of health existing in the city and making recommendations for control and prevention of disease to students, teachers, and parents.

These activities have all been carried on without missing a single weekly issue of *The Booster*. In fact, such services have provided the variety and seasoning needed for the usual stereotyped stories that every high-school paper must depend on for the bulk of its copy.



Making Use of Your Magazines

Your money's worth? Is that slogan true of the average school's investment in magazines? Are current periodicals so used as to promote the students' educational or cultural growth? . . .

What can teachers, particularly teachers of English, do to make greater use of the magazines in the school library? Here are a few suggestions for projects that may be carried on, perhaps, as an occasional substitute for the generally unpopular book report.

1. Let each pupil select some subject in which he is interested and, over a period of several weeks, locate in recent magazines whatever articles are available on that topic. Have him make an annotated bibliography on the subject chosen. Perhaps he will not read the entire article, but if the subject is one in which he is really interested the chances are that he will.

Once or twice during the unit have the pupil talk to the class about an article he has read. To vary procedure, divide the class into groups and have the pupils carry on an informal conversation centering around materials read, or plan a student

forum concerning some current problem treated in recent magazines. . . .

2. Let several students take turns in preparing signed bulletin-board lists of articles they recommend to their fellow-students—lists which give the title and location of the article, together with a brief summary and comment. Have several persons assigned to carry on such a project for each week of the school year.

3. Take a day now and then for in-class reading. Tell the pupils to bring to class a magazine or two, from a restricted list if need be, and let them spend the time reading. . . .

4. Another worthwhile project may be the careful study, by individuals or groups, of certain magazines—their content, regular features and departments, appeal, editorial bias, regular contributors, type of advertising, and general usefulness. Out of such study may grow other projects, such as a study of propaganda and advertising techniques, methods of influencing opinion, and the development of critical reading habits.—HELEN R. WAGNER in *The English Journal*.

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SCHOOL NEWS DIGEST



Edited by THE STAFF

QUEST: Do you feel that you would make a good superintendent for the largest city school system in the world? Well, the Board of Education of New York City is now combing the nation, says the newspaper *PM*, for a superintendent of schools to succeed John E. Wade when he retires in the fall of 1947. The new superintendent will find himself faced with the problems that arise from about 800 elementary schools and secondary schools, almost 50,000 employes, and more than 1,000,000 pupils. There's an annual budget of more than \$150,000,000 . . . about \$500,000,000 worth of school property to keep in repair . . . and countless parent, teacher, civic, and other groups who are militant in their criticism of what goes on. Just apply to the board.

STRIKE & PICKET DEPT.: One day recently only 178 teachers showed up for classes in the Paterson, N.J., schools, says the *New York Post*. The other 600 were out on a one-day strike to remind the city that they needed cost-of-living bonuses of \$200 to \$400.

As this is written, parents' and veterans' groups are picketing a Brooklyn, N.Y., junior high school in protest against reinstatement of a civics teacher accused of being a bigot and teaching hate. The teacher had been cleared of charges against her by a 5 to 1 vote of the Board of Education of New York City. The board's decision was that the teacher was guilty only of "dereliction of duty". The local United Parents Association and other groups, says the *New York Post*, have protested the teacher's "virtual acquittal".

SCHOOLS REBUKE DAR: Recently the senior pupils of Dover, Del., High School refused to take part in the annual Good Citizenship Essay Contest sponsored by the Daughters of the American Revolution on the ground that the good citizenship of the sponsors is open to question, states the newspaper *PM*. A letter from the pupils cited the "prejudiced and bigoted" attitude of the DAR in refusing to rent Constitution Hall, in Washington, D.C., for appearances of Negro artists.

The senior class of Brockton, Mass., High School voted to reject the DAR's "pilgrimage trips" to Washington for pupils who win in the DAR essay contest. Soon after, says *PM*, the Boston, Mass., School Committee also voted to rebuke the DAR by rejecting "pilgrimage trips" for pupil essay-contest winners.

ATOMIC BULLETIN: *Bulletin of the Atomic Scientists of Chicago* is a 12-page, 3-column publication devoted to articles and news on atomic energy and the international problem of the atomic bomb. The February 15, 1946 issue is Vol. I, No. 5. The *Bulletin* is sent free to those who request it, but "contributions toward defraying cost of publication will be welcomed". Address is Room 6, Social Science Building, University of Chicago, 1126 E. 59th St., Chicago, Ill.

ATOMIC THREAT: *Education for Survival in the Atomic Age* is a 6-page leaflet containing suggestions for teachers and group leaders on school and community educational activities that will explain the frightening possibilities of atomic warfare and the need for world organization and peace. The leaflet contains a list of inexpensive publications and teaching materials on the problem. Copies of the leaflet at 5 cents each may be ordered from the National Committee on Atomic Information, 1621 K St. NW, Washington 6, D.C.

OPA: Recently Senator Robert A. Taft of Ohio "hit the ceiling" (states James T. Howard in the newspaper *PM*) when he received a sheaf of letters from the pupils of a social-studies class in an Ohio high school. The letters favored OPA and price control, and had been marked E (excellent) by the teacher of the class. The pupils had been studying the pros and cons of OPA, and as a class project each had written a letter to one of his senators, his representative, or to Chester Bowles, giving his individual opinions on the matter. Senator Taft wrote to the principal of the high school, charging that OPA "propaganda has been extended into the schools". The principal thereupon put a ban on the study of OPA. (As reported in this department for March, a recent issue of *Leaders Letter* of the National Education Association urged all teachers to get into the battle against inflation. Two of the suggestions were that teachers write to their Congressmen urging them to give strong support to price control and OPA, and that teachers make sure that older pupils understand the importance of price control.)

WEEK: National Boys and Girls Week is April 27 to May 4. Theme: "Building for Tomorrow with the Youth of Today." (Wonder when some such special event will offer a theme that doesn't sound

(Continued on page 512)



Are We Cultural Imperialists?

OUR GOVERNMENT is embarking, for the first time in its history, upon a program of international cooperation in cultural, scientific, and educational affairs.

The incorporation of the Office of War Information into the Department of State and the proposed expansion of other international cultural activities of the government are but indications of the direction which this phase of our foreign policy is taking.

Our foreign policy has seldom been closely identified with or clearly understood by many Americans. Except for our periodic heroic and wholehearted participation in the wars with which our foreign policy has been too frequently associated in the mass mind, the average American has had little inclination to be concerned with a matter so remote and obscure.

Our government's programs of international cooperation will bring an increasing number of foreigners in a large number of fields of endeavor into ever-closer relationships with American institutions and with individual citizens. And then many aspects of our foreign policy which heretofore have been of concern primarily to the Department of State and to political writers will directly touch millions of U. S. citizens. And we shall be called upon as individuals and as members of organizations of many kinds, to make specific contributions to the cultures and economies of other countries.

There are few better methods of developing sound public opinion on international issues in our country than through planned programs of enlightenment in our schools. Our young people are a part of a world which may be less war-like if our developing program of international and inter-cul-

tural cooperation has a chance to thrive. The work of teachers in such programs can be enhanced to the status of active participation in the formation of our foreign policy. Teachers have an opportunity to influence directly the nature of the world in which we hope to live.

The visiting students and teachers from Paraguay or Persia who enroll in the university at State Center or teach in the high school at the county seat not only will be influenced by the students and faculties of these institutions but by the citizens of the entire community with whom they come in contact. The agricultural technicians from China who work in our experimental stations will take back with them a great deal more than specific techniques, however advanced and scientifically sound. There inevitably and invariably will take place an interchange of ideas and attitudes, as well as information, techniques and skills, between our own people and those of other countries, whether the meetings take place under the stars and stripes, the Southern Cross, or the Aurora Borealis.

These cultural interchanges will take place whether persons actually come face to face, or whether they come in contact via radio-television, the press, or through the prosaic exchange of correspondence and photographs.

A foreign policy which finds its chief expression through legislation or through the activities of foreign service and other personnel in government agencies may, conceivably, stumble on without benefit of either understanding or acceptance by the citizens of the country.

But a program of cooperation in cultural, scientific and educational matters such as

it appears our nation is now embarking upon, cannot be either operated or controlled by any agency or combination of agencies, whether government or private. For the working out of such a program involves great segments of our people. A public soundly informed concerning the basic purposes of the program will be crucial in its success or failure.

There is little evidence that the people of our country realize the part which they are now playing, and in which they will be ever more intimately engaged in the years just ahead, in our program of international cooperation as it touches the lives of peoples, and of institutions close to those peoples.

This program cannot be fully achieved by dependence upon intermediary agencies, whether public or private, nor upon publications, nor even upon organization-sponsored exchanges of personnel. These devices are mere mechanisms, whose success will depend upon the extent to which our people, and the peoples of other nations, come to know and to understand, but not necessarily *love*, each other.

Such a goal cannot be achieved if the

people of any nation operate on premises which all too clearly indicate to other peoples that theirs are inferior cultures, and that their acceptance of values and practices from the superior culture is not only desirable, but inevitable. Cultural anthropologists are almost alone in recognizing that evaluation of cultures as "higher" or "inferior" is unwarranted in the light of the known facts about cultural evolution.

Humanity's recent experience with the war-potential of the "superior race" should serve as a booming warning against our dissipating what world good-will we now enjoy (gained through force of arms) by unconscious emulation of the ideology of our enemies. The tendency of victors to emulate the cultural patterns of the vanquished is too dangerously compulsive to allow for complacency.

The job that now faces our schools—and our teachers—is clear.

DOUGLAS S. WARD

Director, The American School, Quito, Ecuador—on leave from the Division of International Educational Relations, U. S. Office of Education.



Axioms for Social Studies?

When are the social studies to have a basis of principles or a foundation of axioms—and what are some of those axioms to be?

I have just picked up a plane geometry text and have read among the axioms: "If equals are multiplied by equals the products are equal." No mathematics teacher feels constrained to say to his class that it was an injustice to make A equal B in the first place, and so they will ignore the axiom. "The whole is greater than any of its parts, and is equal to the sum of all its parts." Surely no one insists that since the treaty that formed the whole in the beginning was unfair, the first part of the axiom is voided, or that too much propaganda makes it impossible to agree that the whole is equal to the sum of all its parts. . . .

In this "fever" period, which may prove more

dangerous for the world than the travail, may not the social-studies teachers, instead of attempting to determine *justice* in all cases, teach as an axiom that:

There can never be complete justice in the opinion of both sides in any contention;

And that

Compromise is the only substitute for force.

Please God that the social-studies teachers—still presenting all the facts and both sides in a debatable question—may yet formulate a series of axioms with which they have the *right to indoctrinate* their students, and that the day may yet come in which, with a solid foundation of agreed-upon fundamentals, as in mathematics and language, they may not be afraid to call the social studies, social science.—MARY WELD COATES in *The Social Studies*.

SCHOOL LAW REVIEW

Full, Fair Hearing for Teachers

By DANIEL R. HODGDON

Boards of education are administrative boards. Their activities are called quasi-judicial (*quasi* means *like* or *similar to*). Time and time again hearings of boards of education have not been conducted in the manner provided for judicial hearings, i.e., according to the principles fundamental in our democracy. Numerous illustrations of failure to provide full and fair hearings may be found among the cases of teachers on tenure.

In 1945 the National Education Association brought before its members a timely bulletin called *Essentials of a Proper Schoolboard Hearing*. It is an excellent brochure and should have wide circulation among school boards and teachers.

It has long been recognized that great injustice has been done in many hearings. Personal prejudices often dominate, and democratic judicial procedures are discarded in favor of a free-for-all lacking all the essentials of a fair hearing.

It is difficult to understand why the teaching profession should often be denied judicial procedures commonly practiced in this country. Any deviation from legal practice that fails to insure a fair and judicial hearing to an accused teacher is against the very spirit of democratic processes.

The indispensable requisites of a fair hearing according to the fundamental principles of law are:

1. The course of the proceedings shall be appropriate to the case.
2. The proceedings shall be just to the accused party.
3. The accused shall be notified of the nature of the charges or claims against him.
4. The accused shall receive notice of charges in time to meet them.
5. He shall have an opportunity to be heard.
6. He shall have an opportunity to cross-examine witnesses against him.
7. After all the evidence against him is produced and known to him, he shall have time and opportunity to produce evidence and witnesses to refute evidence against him.
8. He shall have the right to be heard by counsel on the probative force of the evidence adduced by both sides.

9. He shall have a right to have the law applicable to the case stated.

10. The decision shall be governed by and based upon the evidence at the hearing.

These ten principles are deduced from statements found in two important cases cited here.

In general, tenure laws of this country provide for proper notice and statement of charges.

The right to a hearing on charges has been questioned by some courts. This might seem a strange travesty on democratic procedure, but there are courts that have held that where the statute does not explicitly state that a teacher shall be given a hearing before dismissal, no hearing is necessary—only the stating of charges, whether true or false.

The denial of a hearing to an accused person is repugnant to the principles of justice. It is hard to conceive how a court which denies a hearing to an accused individual looks upon the fundamental rights provided for in our bill of rights and the constitution. However, there are other courts in other states which look upon the right of a hearing as a fundamental right, whether stated in a statute or not. Surely this is a democratic right and the very heart of our system of justice.

In Georgia the law states that a teacher shall have the right to defend himself, but nothing is said as to whether he shall have a fair and full hearing. That such a hearing must be provided ought to be an elementary principle of law.

Probably one of the most absurd things found in our tenure laws is the implication that a teacher has no right to a hearing on charges against him unless he asks for it. The right to a hearing should be fundamental—yet there are cases that hold that unless the accused asks for a hearing the charges stand and the dismissal is final.

One common practice which some day will be changed out of fairness to the accused is clearly pointed out in the NEA brochure. A teacher is brought before the board of education and the charges are tried by the board of education. It is accuser, prosecutor and jury. Why the teacher should not be entitled to an independent jury is hard to say. The courts have taken the attitude that when charges are preferred by a school board

the question of an independent jury is quite immaterial.

Nevertheless, boards do act in a judicial capacity. They should act fairly and honestly, but it is somewhat like expecting to be fairly tried by a neighbor who accuses you of stealing his pig.

To be sure, school boards can act fairly and honestly toward a teacher, but when one reads the cases one is convinced that no one should be tried and condemned by his accuser. Can the accuser be unbiased? Maybe, but it's not the usual nature of the creature.

In one case a school-board member stated outside of a hearing given a teacher, before the hearing was conducted, that he believed the teacher guilty. It is true this member might have changed his mind at the hearing, but one who has a preconceived belief in guilt before he has heard the evidence is hardly a reliable judge. His bias was clearly spoken, yet this school-board member was permitted to pass on the issues. It was called an unbiased trial. Maybe it was, but like the Scotchman, many would have their "doots".

In another case several school-board members gave testimony against the accused teacher as witnesses and thereafter passed on the question of guilt. The same persons were the prosecutors, witnesses and judges. What chance the teacher had is problematical. It may be that such a board could act without bias, prejudice or arbitrariness, but human psychology would hardly justify such a possibility, as a general rule.

Another question which has frequently been raised is that of time to prepare a defense. We have a case in Collingswood, N.J., where the accused was notified of charges against him only two days before the trial. The attorney for the defense asked for a week to prepare defense and to call a defense witness from another state, whom he was unable to reach in the two days. His request was denied, although any fair-minded administrative board would have been glad to extend the time for any attorney to prepare a defense. The trial was conducted without witnesses and the accused was discharged. A very strange decision followed.

The New Jersey court held that it would not review the case because the attorney could not show that the trial was forced on him without giving him time to prepare a defense, and further, that he could not show that he had an adequate defense had he been able to produce the witness. This seems to be a denial of the fundamental right that after all the evidence against the accused is produced and known to him, he shall have the time and opportunity to produce evidence and witnesses to refute the evidence against him.

In this case apparently neither time nor oppor-

tunity was given to produce the witness. Whether the lawyer could have shown that the witness was adequate or not seems to be beside the point. How does one know until the witness is heard and cross-examined?

Usually tenure laws prescribe that an accused teacher shall be notified of trial a definite number of days in advance. Unless a specific time is stated in the statute "the accused teacher is at the mercy of the employer or trial board, which may set the hearing at its convenience."

Does a teacher have a right of counsel at a hearing? In many tenure laws he does. To deny a teacher the right to counsel is a violation of fundamental rights. As one court said when a board denied a superintendent of schools the right to counsel, "There was a time in the history of English jurisprudence when a felon was not entitled to have the assistance of an attorney at law, but in America the very word hearing, both in common and legal parlance, implies some kind of trial, formal or informal, and presupposes permission to have legal aid if desired."

Most tenure laws provide for the right to have witnesses and to issue subpoenas to compel witnesses to appear. But not all laws are clear as to who shall issue the subpoenas.

That testimony should be given under oath seems to be the rule. In some states the technical rules of evidence must be followed.

Tenure laws should be more carefully written. Too many of the tenure laws and provisions for hearing and dismissal of teachers are badly constructed. Perhaps a study should be made by a committee of the NEA, which could then draft a tenure law embodying the best features and let it be used as a basis for revision of many of our present tenure statutes. Teacher associations are certainly the ones to be interested in proper legal safeguards.

The study made by the NEA is a step in the right direction, but in the meantime teachers and boards should be aware that "the maintenance of proper standards on the part of administrative agencies in the performance of their quasi-judicial functions is of the highest importance and in no way cripples or embarrasses the exercise of appropriate authority," according to the United States Supreme Court. Administrative agencies must accredit themselves by acting in accordance with cherished judicial tradition embodying basic concepts of fair play. School boards should remember this decree of the highest court in our land in conducting any hearing regarding charges against a teacher.

(See "Morgan v. United States, 304 U.S. 22," *Essentials of a Proper School Board Hearing*, NEA, 1945.)

BOOK REVIEWS

JOHN CARR DUFF and EARL R. GABLER, *Review Editors*

Psychology: Principles and Applications, by
T. L. ENGLE. Yonkers-on-Hudson, N.Y.:
World Book Co., 1945. 549 pages, \$2.12.

If the increasing demand for the inclusion of a course in psychology on the secondary level has reached your high school or junior college, you will be interested in examining this new text.

Of particular note is the assumption of the author in planning the book "that the majority of students will take no further formal courses in psychology". Details of a technical nature which would be of value chiefly to those planning later specialization have been omitted. As a result, the text is organized to provide a broad foundation for continued learning, and "an enjoyable interest in the subject as a whole". The treatment of the subject preserves the scientific point of view.

This reviewer believes that Engle sets the tone for the book in his statement in the foreword when he lists the objectives of psychology at the secondary school level as helping young persons to:

Be more effective students.

Distinguish between pseudoscientific and scientific material.

Apply the principles of hygiene—and particularly mental hygiene—consistently and completely.

Develop what is best in their personalities.

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Realize more fully their latent capacities.

Select their life vocations wisely, that they may succeed in them.

Be worthy members of their present homes and of the homes they will probably establish within a few years.

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The text is organized in seventeen chapters and may contain more material than can be conveniently mastered in a given course. However, the instructor can make his adaptations readily in terms of his class groups and objectives. Chapter materials are well illustrated, the photography being particularly graphic and "up to date". A precise and effective summary appears at the end of each chapter.

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This book is recommended for your consideration. It should give your psychology course a lift. It may give you one, too.

EDWARD F. KENNELLY
Director of Personnel
Board of Education
Newark, N.J.

Modified Activities in Physical Education, by DOREEN FOOTE. New York: Inor Publishing Co., 1945. 101 pages, \$2.

Modified Activities in Physical Education is a handbook of games, procedures, classification and organization for pupils in junior and senior high school who cannot participate in the regular physical-education activities.

In past years, strong emphasis has been placed on the development and conduct of corrective and preventive programs for children handicapped by orthopedic defects. Although the development of programs for orthopedic cases is highly commenda-

ble, the corrective and preventive program in any school is incomplete without proper provisions for children handicapped and restricted by such things as defective hearts, malnutrition, long convalescent periods following serious illness, chronic infections, mental conditions, and short periods of restriction following illness. This phase of the physical-education program has been somewhat neglected. Recently, however, the needs have been fully recognized. Schools are attempting to provide suitable activities for the long neglected group of restricted students needing modified activities.

The first part of this book is devoted to a classification of modified activities, organizational plans, and desirable procedures in conducting the activities. Following this there is a wealth of carefully selected materials suitable as modified activities.

Some of the more important types of activities presented for partially restricted students are: classified hobbies; games of the tennis type; games such as shuffleboard, croquet, quoits, horseshoes, bowling, clock golf, tetherball, archery, bait casting, riflery and rope spinning. Some of the games of a quiet nature presented for students who are very materially restricted are: checkers, chinese checkers, dominoes, jacks, marbles, and commercial games. Each game is accompanied by a short history, a

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By AUGUSTUS H. SMITH

Formerly Chairman, Department of Social Studies, High School of Commerce,
Springfield, Massachusetts

The Journal of Education says of this text: "Latest of the texts reflecting the modern trend. . . . It is economics from the standpoint of the consumer, the plain citizen who engages in various transactions and wants to know what they are all about and whether they are in his interests or not. An important feature is the thirty-five distinct problems posed for the learner. . . . These seem well within range and adequately supported by the text itself. To answer them intelligently is to possess a sufficient working knowledge of economics for the average American. The book is as up to date as its final chapter on reconversion and other aspects of our economic life." Write for further information.

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brief description of the game, equipment needed, rules, coaching hints, and variations of the game.

The chapter dealing with camping and outdoor-life skills presents many valuable activities of a nature to gain and hold the interest of the pupil. The posture-correction activities and rhythms for corrective groups are excellent for use in preventive and corrective physical-education classes.

Modified Activities in Physical Education is designed for use by physical-education teachers, corrective teachers, and elementary-school classroom teachers. School administrators can make good use of the book in the administration of physical education. Furthermore, it would be highly desirable for each pupil participating in a modified program to have a copy of the book.

LESLIE W. IRWIN
Associate Professor of Health
and Physical Education
Boston University

True Confessions of a Ph.D. (revised and enlarged), 88 pages, \$1.

Pro and Con of the Ph.D., 172 pages, \$2.

Both by CARROLL ATKINSON. Boston: Meador Publishing Co., 1945.

Occasionally in light vein and often in sharp

protest, Carroll Atkinson attacks the culminating scholastic institution, the doctoral degree. It lends itself readily enough to such an attack, largely because almost inevitably it has inherited all of the prestige, prejudices, vested interests, stereotypes, and unexamined assumptions of several centuries of institutionalized schooling. The degree itself and the processes by which it is obtained or granted are in large part ceremonials, the details of which are intellectually as unjustifiable as phrases used in marriage or ecclesiastical services; its esoteric character is well symbolized by that mediaeval regalia, the doctor's hood.

Chivalry was in large degree purged of its institutional obscurities by the publication of Cervantes' *Don Quixote*, but its virtues retained their social status. The effective challenges of the doctorate contained in *True Confessions* and in *Pro and Con of the Ph.D.* may lead to analogous excision of the dross in scholastic institutionalism. So let it be!

P.W.L.C.

Adventures in English Literature (4th Ed.), by REWEY BELLE INGLIS, ALICE COOPER, CELIA OPPENHEIMER, and WILLIAM ROSE BENET. New York: Harcourt, Brace & Co., 1946. 775 pages, \$2.60.

This book gives a survey of English literature

TEXTBOOK NEWS

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By MAX J. HERZBERG and LEON MONES

REPRESENTING through a variety of well-chosen selections the wit and humor of literary artists from all periods of America's cultural development, this new text, the first to be built entirely upon the engaging theme of humor, provides an effective means of enlivening high-school English courses. Ranging from the older jesters to those of the modern scene, the collection includes letters, stories, anecdotes, poetry, limericks, essays, plays, and cartoons. Interesting exercises train the pupil in recognizing the forms and types of American humor; and brief, informal editorial comments point out the different degrees of humorous expression and the relation of humor to American culture. Nearly one hundred humorists are represented, including Josh Billings, Oliver Wendell Holmes, Benjamin Franklin, Artemus Ward, Mark Twain, Henry Cuyler Bunner, O. Henry, George Ade, Robert Benchley, James Thurber, H. I. Phillips, Gluyas Williams, O. Soglow, Briggs, and Sgt. George Baker. \$1.60

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from Beowulf to modern times. It follows the plan of giving an historical and social picture of various periods and of then presenting significant literature of the period by means of excerpts. The chapter divisions follow, on the whole, literary movements.

The colored pictures prefacing each chapter are intriguing; the black and white illustrations within the text, well planned. The selections have been chosen with a view to interesting the reader of high-school age, and frequently differ from the conventional selections included in college freshman anthologies. The inclusion of whole masterpieces, such as *Macbeth*, *Strife*, and *The Old Lady Shows Her Medals*, makes the book particularly suitable for use in a school where these plays are part of the required reading.

The 1946 edition is an improvement upon previous ones in that its approach is psychological. Chapter I, "Bridging the Atlantic," presents modern literature of the type that the young reader is likely to understand and to want to read.

Adventures in English Literature is the type of book that may well be used in the last year of high school with a group of high I.Q. pupils who have already read extensively, but who have not yet acquired a unified picture of the development of English literature. For the average student, I would consider it somewhat overwhelming.

GERALDINE SALTZBERG

James Monroe High School
New York City

China: Revolutionary Changes in an Ancient Civilization, by KNIGHT BIGGER-STAFF. Ithaca, N.Y.: Cornell University Press, 1945. 78 pages, 40 cents.

Westward the course of empire may someday come the full cycle. China with one-sixth of mankind, rejuvenated by the technology for whose origins Western civilization has been indebted to the East, may again prove creative and potent.

So conflicting and propagandistic has been much of the current material dealing with fact and prophecy in regard to China that this product of the Cornell workshop is to be welcomed by teachers of social studies. The historical backgrounds and the resistance to change are dealt with in the first half of the pamphlet, and the "new China" now in process of revolution in the midst of international war is explained in the second half. Peculiarly valuable is the appraisal of China's capacity for leadership in the post-war world (pp. 49-52). A selected bibliography; a list of organizations useful to the teacher; study and discussion questions; activities for pupils; and a pronunciation table are included as appendices. P.W.L.C.

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Multi-sensory Aids in the Teaching of Mathematics, compiled by the Committee on Multi-Sensory Aids of the National Council of Teachers of Mathematics. New York: Bureau of Publications, Teachers College, Columbia University, 1945. 455 pages, \$2.

The Eighteenth Yearbook of the National Council of Teachers of Mathematics is the product of a nationwide cooperative project in which almost 200 teachers have participated. The use of models, pictures, diagrams, and demonstrations to motivate, make concrete, and to encourage applications of mathematical concepts, processes, and inventions is not new among alert teachers of this science. The contents of this yearbook should bolster the morale of such teachers, encourage their colleagues to invigorate their own and hence their pupils' imaginations, and affect beneficently the selection and training of young people to teach mathematics.

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Slides, Films, Three-dimensional Projection, and Equipment. Appendices include short descriptions of individual models and devices, and references to pertinent articles, books, and other sources. Consistent with the title of the yearbook are the many excellent pictures and diagrams furnishing some multi-sensory aid to the reader.

School Libraries for Today and Tomorrow, prepared by the Committees on Postwar Planning of American Library Association, Mrs. Mary P. Douglas, Chairman. 43 pages, \$1.

The Librarian and the Teacher of Home Economics, by FRANCES HENNE and MARGARET PRITCHARD. 72 pages, 75 cents. Chicago: American Library Association, 1945.

School libraries are instituted to meet school needs and activities; they are not ends in themselves to be served by the school. Despite the many valuable studies and pioneering ventures of the A.L.A. in the field of general public libraries, professional librarians individually and organizationally have been tardy in recognizing the functional character of the school library. *School Libraries for Today and Tomorrow* seems to reflect this institutional backward look. An "efficiently" organized and oper-



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ated library is central; it will then "serve" the teachers and pupils on its own terms, thereby exalting the ritual and standards of the "professionally trained" librarian. Except for the title, the report could have been written in 1914, when the reviewer developed the functional school library at Solvay, N.Y., partly in order to avoid the ministrations of library technicians.

The atmosphere and orientation of *The Librarian and the Teacher of Home Economics* are much sounder than those of the foregoing report. The reader's attention is directed to curriculum and student activities, pupils and their parents, their projects, their cooperative attitudes, their services to the library as a part of their school community. The pamphlet is one of a series entitled "Experimenting Together"; other booklets deal with the English teacher, science teacher, and the music teacher.

"A man who can regard himself as a function, not as an end of creation, has arrived," says David Grayson. That school librarian is arriving who focuses his attitude on the pupils, teachers, parents and community rather than on his library as an institution. P.W.L.C.

The War and Our Minds: A Symposium, edited by JOHN D. BLACK. Distributed free to those "for whom its contents might have particular interest" by Miss Dorothy Ann Booz, 2705 Eastwood Ave., Evanston, Ill.

This pamphlet is in some respects the most inspiring publication that has come to this reviewer's desk in years. We have read, of course, many letters and essays of similar import written by young men and women of the war generation, both those of private correspondence and those published in various journals. This symposium, however, is written and privately published by six young men who were, at the time of writing, in the armed forces. They are not concerned with profit or propaganda, unless it be propaganda for concern and for inquiry.

"Why don't your young men care?" asked Harold Laski of American adults in the decade following the first World War. We could point out only that social concern carried little prestige in a country engaged in an inflationary spree.

Similar bland preoccupation with immediate flippancies may characterize our forthcoming post-war generation. This possibility is frankly recognized by several of the contributors who blink at none of the uglinesses potential in tomorrow's world. But there is great hope that this circle of intelligent and earnest young people may serve as a center from which at least a ripple will expand till it agitates a potent and influential majority of the young people whose stake in the future is so great.



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PAMPHLET NOTES



By PHILIP W. L. COX

CIVIL LIBERTIES: The annual report of the American Civil Liberties Union (170 Fifth Ave., New York City 10, 1945) should be read by every literate person of democratic orientation in America. It is encouraging assessment of our governmental action in areas of controversy; the balance sheet for the year covered shows 29 favorable developments against 20 adverse, and in general the former are adjudged the more significant ones. Race relations, Negro and Japanese vis-a-vis "white" Americans, were involved in the most numerous and publicized issues of civil liberties.

"Eternal vigilance is the price of liberty." Every democratic American owes gratitude and support to the Civil Liberties Union, which year after year represents us in our determination to foster freedom of expression under protection of the law.

The Pamphleteer Monthly: A Buying Guide to Worthwhile Reading, is published by the William-Frederick Press, 313 West 35 St., New York 1, \$2 a year. Current titles, annotated, and with information regarding size, price, and publishers, are listed alphabetically.

For the information and guidance of veterans, the New Jersey Department of Public Instruction is publishing a series of bulletins of value to guidance officers and school administrators of the area. No. 1 explains the provisions of the Servicemen's Readjustment Act of 1944; No. 2 summarizes the special secondary-school provisions in New Jersey for men and women in the armed services; No. 3 lists the New Jersey private business schools and the types of positions for which they attempt to prepare students, followed by the standards formulated by representatives of these schools for their own guidance.

All high-school teachers of social studies, communication arts, and other aspects of the curriculum which have contemporary social significance (if any) recognize the need for an antidote for the economic bias of most newspapers and magazines, which more or less frankly reflect the interests of their owners and directors. One such antidote is the publications of the National Citizens Political Action Committee (205 E. 42 St., New York City 17), which present the contemporary world scene as

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viewed by sections of organized labor. A recent bulletin, *Bretton Woods is No Mystery*, by Joseph Gaer, is both an amusing and informative critique of the American Bankers' Association's attack on the provisions for an international bank. It is of continuing interest even though the specific issue has already been favorably acted on by the Congress of the United States.

The Social Science Foundation of the University of Denver and the Rocky Mountain Radio Council have issued a pamphlet entitled *Foundations of a Mountain Empire*. It contains a series of radio broadcasts by Dean Edward J. Allen, dealing with mining, the sugar beet industry, sheep raising, cattle, steel, and transportation. Together these lectures present an overview of the past, present, and foreseeable developments of the chief commercial and industrial enterprises of the Rocky Mountain area.

The School of Inter-American Affairs, University of New Mexico (Albuquerque) has made available a reprint of a paper by Joaquín Ortega entitled *The Intangible Resources of New Mexico*. Not only does the author explain the culture and civilization of Hispanos and Indians delightfully and instructively, but also he perhaps unintentionally enlightens the reader regarding the intangible resources of his own community and of his own biological and social selfhood. It would enrich each one of us to prepare an equivalent exposition and appreciation of our own neighborhood, town, and state.

Social-studies and English teachers will welcome the publication of *War Documents*, by the Department of State (U. S. Government Printing Office, 10 cents). Its very official character probably accounts for the omission of any reference to the International Food Conference, the Bretton Woods Conference, or the Dumbarton Oaks Conference. The pamphlet does include, however, many of the papers to which frequent reference is made in articles and addresses concerning the war and post-war world.

The Connecticut State Department of Health, Bureau of Mental Hygiene, has issued a "Child Development Chart" for ready reference in school and home. In parallel columns are set forth very concisely the normal characteristics of children and youth in six periods of development, with suggestions for adults concerning sound training and guidance. The chart necessarily deals with typical traits and problems of the age groups, whereas few youngsters conform to type in all respects. It serves best as a pattern by which to compare the individual with the norm.

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SCHOOL NEWS DIGEST

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familiar and a bit tired out?) You may obtain information and free materials from National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Ill.

LUNCH: After furious debate, the House of Representatives passed the Flanagan Bill renewing the \$50,000,000 Federal subsidy for low cost or free school lunches. Tempers were hottest, says Milton Murray in *PM*, in the debate over an amendment prohibiting school-lunch discrimination against any child because of race, creed, color, or country of origin. The amendment means that the modest school lunches shall provide for a colored pupil as much food, of the same quality, as a white pupil gets. Some representatives claimed that this threatened white supremacy. The bill, with the amendment, was passed by a vote of 275 to 101.

COMEBACK: The present breakdown in public education requires prompt action and a realistically higher educational budget, states *The Public and Education*, bulletin published by the National Education Association for leaders in American life. At present, expenditure for U. S. public elementary and secondary education is about 2.5 billion dollars. That is 1.5% of 1943 national income. In 1940, just before the war, we spent 3% of our income for schools. Before World War I we devoted more than 25% of all tax collections to public education, as compared with only about 5% today. The NEA recommends an additional annual expenditure of \$1,685,000,000 to bring public education to the level needed and demanded by the people. The additional funds would be spent as follows:

Better pay for present staffs	\$ 420,000,000
More teachers for current needs	300,000,000
New community services	115,000,000
More instructional materials	100,000,000
Better health instruction	100,000,000
Broadened programs	275,000,000
Increased attendance	375,000,000
Total	\$1,685,000,000

CITIZENS' COMMITTEE: The U. S. Office of Education announces the appointment of 3 members from each of the following groups: labor, business, agriculture, manufacturing, homemaking, the professions, veterans, Negro, and religion—to a committee to be known as the Citizens' Federal Committee on Education. The Committee will represent the layman's point of view on education, and will advise the Office of Education on services which it should render.

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